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ABSTRACT

The objective of this manual is to provide descriptions and analyses of social studies projects that will allow teachers and curriculum coordinators, in a short period of time, to make decisions about and then select curriculum appropriate to their needs. Thirty-six exemplary programs for high school and junior high students represent not only a variety of social studies disciplines but also an interdisciplinary approach. Showing the recent trends in social studies during the past decade, the programs reviewed place emphasis upon concepts, behavioral objectives, affective objectives, social problems, inquiry process, student oriented curriculum, international education, and assessment of student learning. Following the introduction a selection guide, organized by subject area, lists programs alphabetically and gives a brief resume of important program characteristics. In addition to a one page description of each of the projects, the major part of the work contains information on goals and objectives, content and materials, classroom action (including an overview of instructional strategies and an account of a typical lesson), requirements and costs of implementation, and program development and evaluation. (SJM)

SECONDARY SOCIAL STUDIES INFORMATION UNIT

A Review and Analysis of Curriculum Alternatives

July 1973

Far West Laboratory for Educational Research and Development

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SECONDARY SOCIAL STUDIES INFORMATION UNIT

A Review and Analysis of Curriculum Alternatives

Sandra G. Crosby

Editor

July 1973

Information/Utilization Division
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1855 Folsom Street
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CONTENTS

Introduction *vii*

Selection Guide *xiii*

The American 1

American Political Behavior 13
Holt Social Studies Curriculum (HSSC)

The Americans: A History of the United States 29

The Amherst Project 45

Analysis of Public Issues 59

Asian Studies Inquiry Program 75

Committee on Civic Education 89

Comparative Economic Systems 105
Holt Social Studies Curriculum (HSSC)

Comparative Political Systems 123
Holt Social Studies Curriculum (HSSC)

Concepts and Inquiry 139

Economic Curricular Materials for Secondary Schools 155

Economic Man 169

Economics in Society 185
(formerly Econ-12)

Episodes in Social Inquiry Series 203
Sociological Resources for the Social Studies (SRSS)

Foreign Policy Association International Studies in Elementary and Secondary Schools 219

From Subject to Citizen 233

Geography in an Urban Age 249

A Global History of Man 267

Humanities in Three Cities 281

Inquiries in Sociology 299
Sociological Resources for the Social Studies (SRSS)

Introduction to the Behavioral Sciences 315
Holt Social Studies Curriculum (HSSC)

Justice in Urban America 491

Lincoln Filene High School Social Studies Program 333

Manpower and Economic Education 347

Men Under Law 393

A New History of the United States 359
Holt Social Studies Curriculum (HSSC)

Patterns in Human History 377

Port Royal Experiment 393

Public Issues Series 407
Harvard Social Studies Project

Readings in Sociology 419
Sociological Resources for the Social Studies (SRSS)

The Shaping of Western Society 431

The Social Sciences: Concepts and Values 449

Task Force on Ethnic Studies 463

Tradition and Change in Four Societies 475
Holt Social Studies Curriculum (HSSC)

Trailmarks of Liberty 491

University of Georgia Anthropology Curriculum Project 507

World Law Fund, School Program 523

World Studies Inquiry Series 537

INTRODUCTION

Since the mid-sixties, the American curriculum reform movement has touched social studies as well as other subject areas within elementary and secondary schools' courses of study, producing programs frequently referred to as "the new social studies." Typically these new programs have been written by nonprofit groups of professors and teachers coming together for the purpose of producing a specific set of materials that present new knowledge in the social studies disciplines and reflect new theories about how students learn. Such groups have usually been supported at least in part by federal funds and have disbanded when the development was completed. To date more than 100 new programs of this type have been developed. From these we have selected 36 as exemplary products of "the new social studies" for high school and junior high school students. They have been selected according to the following criteria:

1. The central purpose of the development project was to prepare materials for public school students. The materials are complete and can be used without further modification or additions by the teacher.
2. The materials have been developed for courses in social studies.
3. The program is designed for students in grades 7 to 12.
4. The design and writing activity has been undertaken according to a research and development model--new knowledge, or concepts about knowledge, or organization of knowledge have been incorporated into new teaching materials, tried out in both laboratory and actual classroom settings, and then revised on the basis of findings from the field. This process thus differs significantly from the conventional mode for writing commercially published materials.
5. All materials for the course are published and available for purchase by September 1973. Materials include guides for teachers.
6. The course comprises a semester or more of study or, if supplementary, no less than two weeks.

This Information Unit includes some programs which do not meet all these criteria but which represent important alternatives to traditional practice and show internal evidence of good quality. It omits a few programs which meet these criteria because materials were not made available for review. It does not include programs which are entirely devoted to games and simulations because a review of these has been published by the Social Science Education Consortium of Boulder, Colorado. (*Learning With Games* by Charles and Staesklev, SSEC, Boulder, 1973, $4.95.)

Trends in "the new social studies."

A number of major trends have influenced these new programs. They include:

- emphasis on concepts within social science disciplines and cutting across the separate disciplines,

- specification of learning goals for students,
- consideration of the affective domain (attitudes and values) among learning goals,
- attention to contemporary problems and changes in American society,
- use of inquiry and discovery learning techniques,
- a change of the teacher's role from "font of knowledge" to co-inquirer with students,
- education for international understanding,
- education for cross-cultural understanding,
- formally developed means for assessing and reporting student learning,
- structured development and field testing of new materials by nonprofit groups.

The programs reviewed in this Information Unit show the attention given these trends and the variety of means used to implement them in the classroom.

Emphasis on concepts and generalizations in social science disciplines is a concern of almost all of the programs reviewed. A concept may be defined as an abstract idea about a group of related objects or activities; in social studies, "power," "leadership," and "liberty" may be defined as concepts.

Almost all of the programs presented in this book include statements of learning objectives in their teachers' guides and sometimes also in the student materials. Some developers state objectives in rather general terms; for example, "Students should learn that all men around the world have some things in common." Such an objective is intended to help the teacher focus, but it does not tell him or her what behaviors will prove that the student has mastered the lesson. Other developers state much more specific objectives, such as, "Students can provide, in writing, a definition of political alienation and can give three examples of politically alienated groups in American society." Some educators prefer such statements, believing that they do provide a means of proof that a student has attained some specified knowledge.

Another trend in social studies development is the attention developers and teachers are giving to so-called affective objectives--such hard-to-define qualities as attitude, interest, appreciation, and values. Objectives in the affective domain have been written for many social studies programs, indicating project leaders' belief that such learning is nearly as important as cognitive learning--or is equal in importance.

Almost all of the new social studies programs underline the problems of society today. Students are led to study the problems of contemporary society, to analyze them, to offer constructive criticism, and to contemplate changes which could resolve these problems. Frequently these contemporary studies are founded in understandings of the past.

Inquiry and discovery are probably the two major catchwords in today's social studies. Inquiry is defined by John U. Michaelis:

> The current emphasis on inquiry is based on the assumption that thinking is improved and maximum learning takes place when students are actively involved in the teaching-learning situation. The student's stance should be that of the searcher and investigator who is actively involved in learning. He should view textbooks, films, maps, presentations by the teacher, and other "packages of information" as sources of data he can use to answer questions, test hypotheses, check conclusions, extend or delimit generalizations. The student's searching, questing, and investigating should be guided by questions or hypotheses, all of which he understands and some of which he has formulated himself.
>
> Some new programs go beyond general inquiry approaches to develop specific inquiry processes. First-level processes for the intake and initial processing of data are recalling, observing, classifying, defining, comparing/contrasting, and interpreting. Higher-level processes are generalizing, inferring, hypothesizing, predicting, analyzing, synthesizing, and evaluating. These processes are of vital importance in problem solving and in individual and group inquiry. When combined with key concepts they can be used to lift thinking to high levels in all units of instruction.*

It is useful to make a distinction between inquiry and discovery by specifying that inquiry calls for divergent thinking and discovery calls for convergent thinking. According to this model, the developer or teacher of discovery materials predetermines the conclusions the students should reach; the readings and the teacher's questioning lead students to these conclusions. In inquiry teaching there are no predetermined conclusions, and students are encouraged to think and discuss along a wide spectrum of conclusions.

A majority of the new programs see the role of the teacher as that of a fellow learner with the students, a co-inquirer, rather than as a lecturer. Traditional social studies texts most often required the teacher to be a lecturer, whose purpose in the classroom was to transmit knowledge from "Point A" (the textbook and the teacher's mind) to "Point B" (the student's mind). Field tests of many of the new curricular materials indicate that students are more eager to learn and that they retain their knowledge longer when they are encouraged by the teacher to find things out for themselves. The inquiry/discovery approaches call for the teacher to lead and participate in class discussions rather than to lecture or require students to recite what they have read.

Education for cross-cultural understanding and for international understanding are both covered by many of the programs described here. Some take an anthropological approach to the study of man, his biological and cultural similarities and differences. Others present interesting, up-to-date readings and discussion

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*John U. Michaelis, *Social Studies for Children in a Democracy: Recent Trends and Developments.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972, p. 16.

questions on peoples around the world, as well as within the United States. Understanding international relations is seen as a product of understanding and inter-relating many social studies disciplines--history, geography, sociology, economics, law, and new studies of war and peace.

Many of the programs offer materials and/or detailed instructions for evaluating the students' growth. One of the major concerns of the developers of these programs is that testing instruments should be compatible with learning strategy and objectives of their program. Some of the developers recommend use of tests, but urge that students also be evaluated on the basis of their contributions to class discussions or other student activities. Some state that tests are inappropriate for judging student progress in their programs. When tests are provided, there is a tendency to use essay or other questions which call for students to use higher-level processes rather than straight recall.

Perhaps one of the most promising trends has been the emergence of nonprofit developmental groups which have based their programs on new theories and data, field-tested these programs in actual classroom teaching, and made revisions based on the analysis of field-test data. Frequently data is gathered not only on students' learning but also on students' and teachers' attitudes toward the new materials. In most cases, student progress is assessed through the use of a pre/post design or a control/experimental design. With the pre/post design, students are given a test both before they use the materials and after. From comparisons the developers intend to determine the amount of students' growth. With the control/experimental group design, tests are administered to two groups, one which uses the new materials (the experimental group) and one which uses the regular school materials (the control group). With this design, pre/posttesting is also frequently used. The developers then compare their students' growth with that of the students in the control group. Based on the evaluation results, the developers revise the materials to try to improve them. Often the materials are retested and revised once more before they are published.

Organization and suggested use of the Information Unit.

The Far West Laboratory developed this Information Unit to help social studies teachers and curriculum coordinators make informed curriculum decisions in a short period of time. We have presented the kinds of information teachers and coordinators have told us they need in order to decide whether to adopt new materials, or to reject materials which would be inappropriate for their students. The Unit is not intended to be read cover to cover. It is best thought of as a sort of encyclopedia: read only the sections which fit your needs of the moment.

There are five sections in each report: Goals and Objectives, Content and Materials, Classroom Action, Implementation: Requirements and Costs, and Program Development and Evaluation. Each report has an introduction and a one-page Basic Information sheet. These summarize salient features of each program.

The book also provides a detailed *Selection Guide*, organized by subject area (such as American History, Anthropology, Economics). Under subject area headings, programs are grouped according to primary focus and secondary focus. Primary focus means that it is the major subject area for which the program is recommended. Secondary focus indicates that programs or parts of programs could be used in another subject area. For example, a teacher who wants a one-semester or one-year economics course would look under Economics, primary focus. A teacher who wants a course to treat economics, but give primary emphasis to civics or some other subject, would look under Economics, secondary focus.

To use the Information Unit most efficiently, we suggest you start with the *Selection Guide* which follows this introduction. Choose the subject areas in which you are teaching or supervising. If you need a new program or supplementary materials for this subject area, look under "primary focus." If you are looking for a cross-disciplinary approach, look under "secondary focus." Programs are listed alphabetically. Following each program name is a brief resume of important characteristics--uniqueness of the program, students and grade level for which it is appropriate, and information which tells you whether the program is complete or supplementary, uses inquiry and/or discovery strategies, provides detailed lesson plans, has a low reading level, provides tests or detailed guidelines about student evaluation, or uses games and simulations. You may be able to eliminate some programs from further consideration simply by using the *Selection Guide*.

Next, look over the Introduction and Basic Information for those programs you choose to review. Use this information to eliminate even more programs which would not be right for your situation.

Finally, read the reports on the programs which seem best suited to your needs. You can compare programs by matching the information contained within the five sections of each report. The contents of each section are as follows:

Goals and Objectives is a description of the developers' long-range goals--what the program should contribute to students' mature lives, its terminal objectives--what students should have learned by the end of the program, and its detailed objectives--day-to-day learning goals. You can use this information to help you choose programs whose goals and objectives are most like those you have set for your own school and classes.

Content and Materials contains an overall statement about the content focus of the program, plus a detailed discussion of the content of the units. You can use this section to find whether the program deals with concept development, problems of society, cross-cultural and international understanding, and whether it covers the portions of a discipline that are important to you and your students. In addition, this section contains a description of the learning materials provided for students and teachers, as well as materials which are needed or desirable but not provided by the developer or publisher.

The third section, Classroom Action, contains an overview of the developers' instructional strategy, plus a detailed account of a typical lesson. You can use this information to decide whether the instructional strategies of the program are compatible with your teaching style. This section should help you answer such questions as, Does the program use inquiry or discovery? What is the teacher's role? What do the students do? What methods are provided for evaluating students? What kinds of homework will students do? How much out-of-class preparation will be expected of the teacher?

Implementation: Requirements and Costs begins with a discussion of the types of school facilities and arrangements most suitable for each program. It tells what kinds of students the program is intended to serve, what background the teacher needs in order to use the program effectively, and whether inservice training is required or recommended. A chart of program materials, amounts needed, costs, publisher, and replacement rate is next. There is a section on community relations considerations. Some programs may have content or instructional strategies which may be "touchy" in some communities. Such situations have been described, where appropriate, and implementation suggestions made.

The last section, Program Development and Evaluation, is primarily a history of the program, its development and testing. First is a description of the program rationale--the theory and philosophy on which the program was built. This is followed by a description of the process followed in developing the program materials. A discussion of the developers' evaluation describes the way the program was field tested, what kinds of students tried it out, what kinds of data were gathered, and what were the results. You may want to read this section carefully to help you determine whether the program was, in your opinion, well developed and whether the evaluation results show that the program will work with the kinds of students you are teaching. You may want to base part of your decision to accept or reject a program on the evaluation results. If the program has been analyzed by an independent organization or person not connected with the development or publication of the program, this evaluation is summarized. Last is a brief account of the project funding, staff, and present status.

Using all of the information in the reports, you may be able to decide to order new materials for your students. Or you may decide to ask the publisher for a set of review materials. The publisher's address is noted under Basic Information. The Information Unit will be a success if it widens the scope of your review of new materials without your spending weeks randomly surveying whatever you can turn up. If you have comments that would help us revise the Information Unit, we hope you will send them to us.

Selection Guide

AMERICAN HISTORY

Primary focus.

The Americans 29
The first course of a complete curriculum for slow learners in grades 8-12; especially designed to help students improve their self-concept. A complete one-year course for junior high students; low reading level; discovery strategy; multimedia; detailed lesson plans; tests provided.

The Amherst Project 45
A set of 13 independent units, some or all of which can be combined for a semester or one-year course; also designed to supplement existing classes; grades 11 and 12; high reading level; inquiry; independent study.

Concepts and Inquiry 137
Part of a complete curriculum for grades K-12. Complete one-year courses for grades 7 and 8; average students; discovery.

A New History of the United States (HSSC) 359
Texts which consist of a large number of readings, most taken verbatim from original source materials. A complete one-year course for average and above-average 11th-graders; discovery; detailed lesson plans; multimedia; tests provided.

Secondary focus.

From Subject to Citizen 233
An evaluation of the evolution of U. S. citizenship from England in 1580 to the present. All or parts could be used in American history, although primary emphasis is government; grades 8-9 for average students; grades 10-12 for average to below-average; detailed lesson plans; multimedia; inquiry; student evaluation methods suggested.

Episodes in Social Inquiry Series (SRRS) 203
A set of supplementary units which emphasize sociological concepts and issues. Several units are appropriate for American history courses; average students in grades 7-12; 9th-grade reading level; detailed teacher's guides; inquiry.

Lincoln Filene High School Social Studies Program 333
An extensive set of materials on political, social, and economic issues, some of which are relevant to American history. Supplementary units; can be used together or separately in courses for non-college-bound students; grades 9-12; low reading level; inquiry.

Port Royal Experiment 393
An account of Lincoln's experimental reform program for freed slaves. Chapters could be used to supplement American history courses in junior high; students of all abilities.

Public Issues Series 407
An extensive series of booklets on historical and contemporary issues such as integration, railroad history, and the American revolution. Supplementary units for average to below-average students in grades 7-12; 8th-grade reading level; detailed teacher's guides; inquiry; tests provided.

Task Force on Ethnic Studies 463
Supplementary materials on American Indians and blacks are suitable for American history; average students; grades 7-12; inquiry.

ANTHROPOLOGY

Primary focus.

University of Georgia Anthropology Curriculum Project 507
Four units dealing with an anthropological approach to political science, language, life cycle, and racial prejudice. Supplementary units, 2-5 weeks long, for average students in grades 7-12; tests provided with one unit.

Patterns in Human History 377
A study of human beings and humanness; students use replications of archeological artifacts to study their ancestors. One-semester course for average students, grades 9-12; detailed lesson plans; multimedia; discovery.

Secondary focus.

Introduction to the Behavioral Sciences (HSSC) 315
An exploration of human behavior; some readings which introduce anthropological concepts could be used in an anthropology unit or course; average to above-average students in grade 12; discovery; detailed lesson plans; multimedia; tests provided.

ECONOMICS

Primary focus.

Comparative Economic Systems (HSSC) *105*
Sixty readings (all original source materials) focus on traditional economics and a comparison of the U.S. and U.S.S.R. economic systems. Complete, one-semester course for average and above-average 9th-graders; discovery; detailed lesson plans; multimedia; tests provided.

Economic Curricular Materials for Secondary Schools 155
Materials and strategies focus on students learning economic concepts and developing reasoning ability. One-semester, complete course for average and above-average students in grades 9-12; detailed lesson plans; inquiry; games.

Economic Man 169
Focus on a case study and an extensive 3-week game helps students learn economic concepts and principles. A 23-week course for average 6th- to 8th-graders; detailed teachers' guides; simulation game; some discovery lessons.

Economics in Society (Econ-12) 185
An introduction to the basics of economics, plus case studies of U.S., communist, and third-world economics. One-year course or supplementary units; average and above-average students in grades 10 and up; detailed lesson plans; inquiry; tests and evaluation suggestions provided.

Manpower and Economic Education 347
The primary goal is to help students prepare for the ever-changing world of work and for successful participation in American economic life. Complete one-semester course for junior-high school students of all abilities; inquiry.

Secondary focus.

Concepts and Inquiry (Grade 9) *139*
Narrative materials on the U.S. political and economic systems. Parts may be used as readings in basic economics; average 9th-graders; discovery.

Geography in an Urban Age 249
The units entitled Manufacturing and Agriculture and Japan could be used in economics courses; average students in grades 9-12; extensive teachers' guides; multimedia; simulations and games; inquiry.

Humanities in Three Cities (HSSC) *281*
Several readings comparing economics across centuries could be used to supplement economics courses; average to above-average 12th-graders; discovery; detailed lesson plans; multimedia; tests provided.

Lincoln Filene High School Social Studies Program *333*
A large set of materials on contemporary issues; especially designated to motivate non-college-bound students. Two supplementary units, How Our Economic System Works and To Buy A Car, are appropriate for economics units or courses; grades 9-12; low reading level; inquiry.

A New History of the United States (HSSC) *359*
Economics is one of four major themes; some readings could be used to supplement economics courses; average and above-average students; grades 11 and 12; discovery; detailed lesson plans; multimedia; tests provided.

Public Issues Series (Harvard Social Studies Project) *407*
Two units, The New Deal and The Railroad Era, could be used to supplement courses; average to below-average students in grades 7-12; 8th-grade reading level; detailed teachers' guides; inquiry; tests provided.

The Shaping of Western Society (HSSC) *431*
Economic systems is one of four major themes; some readings could be used to supplement economics courses; average to above-average students in grade 10; discovery; detailed lesson plans; multimedia; tests provided.

The Social Sciences: Concepts and Values *489*
Program utilizes a wide variety of unique learning activities. Several units, Man's Economic World, Man As Producer, Patterns of Habitat, and Man's Settlements, can be used to supplement economics courses; grades 7 and 8; average students; extensive teachers' guides; discovery and inquiry; role playing.

Tradition and Change in Four Societies (HSSC) *475*
Readings on economic problems in tradition and change could be used to supplement economics courses; average to above-average 10th-graders; discovery; detailed lesson plans; multimedia; tests provided.

GEOGRAPHY

Primary focus.

Geography in an Urban Age *249*
A "modernized" geography course with a wide variety of unusual materials and learning activities. Complete, one-year course composed of six units (each of which can be used separately, if desired);

average students in grades 9-12; extensive teachers' guides; multimedia; simulations and games; inquiry.

HUMANITIES

Secondary focus.

The Amherst Project 45
One unit, The Western Hero, is relevant to a humanities unit or course. This unit can be taught in 2-4 weeks; average and above-average 11th- and 12th-grade students; high reading level; inquiry; independent study.

Humanities in Three Cities (HSSC) 281
A study of Athens, Florence, and New York City through art and literature. Parts or all of the course are appropriate for a history/sociology-oriented humanities course; average to above-average students in grade 12; discovery; detailed lesson plans; multimedia; tests provided.

Task Force on Ethnic Studies 463
One unit, Contemporary Indian Poetry and Stories, can be used as a 2-4 week unit; average students; grades 7-12; discovery; detailed lesson plans; multimedia; tests provided.

POLITICAL SCIENCE, CIVICS, AND GOVERNMENT

Primary focus.

American Political Behavior 13
Up-to-date information on the political behavior of all kinds of Americans; emphasis on real, well-known case studies. A complete, one-year course for students of all abilities in grades 9-12; inquiry and discovery; detailed lesson plans; multimedia; games; tests and evaluation guidelines provided.

Analysis of Public Issues 59
A unique course which concentrates on helping students develop their ability to make rational, intelligent decisions. A complete, one-semester course for all students in grades 9-12 (could easily be expanded to one year); detailed lesson plans; multimedia; inquiry; tests provided.

Committee on Civic Education 89

Three books on concepts which reflect democracy, political conflict, and decision-making where values and interests are in conflict. The books can be used as separate courses or as supplementary materials in grades 7-12; average and low reading levels; detailed lesson plans; inquiry.

Comparative Political Systems (HSSC) 129

A comparison of the U.S. and Russian political systems using primary source materials, case studies, recordings, filmstrips, and films. Complete, one-semester course; average to above-average 9th-graders; discovery; detailed lesson plans; multimedia; tests provided.

Concepts and Inquiry (Grade 9) 139

Narrative materials on the U.S. political and economic systems. Complete, one-year course for grade 9; average students; discovery.

From Subject to Citizen 233

Materials trace the evolution of the U.S. citizen from 16th-Century England to the present day. Complete, one-year course for average and above-average students in grades 8 and 9 or average to below-average students in grades 10-12; detailed lesson plans; multimedia; inquiry; extensive evaluation manual provided.

Justice in Urban America 491

Set of 6 units dealing with 6 aspects of law in urban settings such as juvenile law, consumer law, landlord-tenant law, and criminal law. One-year course or supplementary units for average 9th-graders; 9th-grade reading level; extensive teachers' guide; inquiry; simulation; evaluation recommendations.

Lincoln Filene High School Social Studies Program 333

A large set of materials on contemporary issues; especially designed to motivate average to below-average students. Units are grouped into courses, but can be used separately; non-college-bound students, grades 9-12; multimedia; low reading level; inquiry.

Men Under Law 393

A novel approach to a study of civil liberties which uses simulations of landmark Supreme Court decisions. Five-week course for junior and senior high students of all abilities.

Port Royal Experiment 393

An account of Lincoln's experimental program for freed slaves. Supplementary units for junior high students of all abilities.

Public Issues Series 407

A large series of booklets on historical and contemporary issues such as Nazi Germany, the U.N., municipal politics, war, and religious freedom. Supplementary units for average to below-average students in grades 7-12; 8th-grade reading level; detailed teachers' guides; inquiry; tests provided.

Trailmarks of Liberty 491
Two supplementary booklets on legal and constitutional concepts especially designed to be used with American history courses. Grades 7 and 8, 10 and 11; average students, detailed lesson plans; inquiry and discovery.

Secondary focus.

The Amherst Project 45
Materials designed to provoke thoughtful students into independent research and analysis; use of primary source materials. A number of the units can be used, together or separately, for 11th- and 12th-grade courses; average and above-average students; high reading level; inquiry; independent study.

Episodes in Social Inquiry Series (SRSS) *203*
A set of supplementary units which emphasize sociological concepts and issues, both historical and current. Approximately 15 units can be used together or alone to make up or supplement a political science or government course; average students in grades 7-12; 9th-grade reading level; detailed teachers' guides; inquiry.

Foreign Policy Association International Studies 219
A variety of supplementary materials which concentrate on foreign policy--war, peace, interdependence of nations, the future, and world affairs. For high school students of all abilities; some detailed teachers' guides; inquiry.

Geography in an Urban Age 249
The unit Political Geography could be used to supplement political science or government courses; average students in grades 9-12; extensive teachers' guides; multimedia; simulations and games; inquiry.

Humanities in Three Cities (HSSC) *281*
Politics is one theme and several readings are appropriate for government/political science classes; average to above-average 12th-graders; discovery; detailed lesson plans; multimedia; tests provided.

Manpower and Economic Education 347
Complete, one-semester course designed to help young students prepare for the economic side of jobs and life; appropriate for civics course; grades 7-9; average students; inquiry.

A New History of the United States (HSSC) *357*
Political science is one of four major themes; some readings could be used to supplement political science courses; average and above-average students; grades 11 and 12; average to high reading level; discovery; detailed lesson plans; multimedia; tests provided.

The Shaping of Western Society (HSSC) *431*
Political systems is one of four major themes; readings could be used to supplement political science courses; average to above-average students in grade 10; discovery; detailed lesson plans; multimedia; tests provided.

The Social Sciences: Concepts and Values *449*
Progam uses a wide variety of unique learning activities such as cartooning, group relations, and role playing. Supplementary units from 7th- and 8th-grade courses can be used in political science courses; average students; extensive teachers' guides; discovery and inquiry.

Tradition and Change in Four Societies (HSSC) *475*
Readings on political science problems in tradition and change could be used to supplement political science courses; average to above-average 10th-graders; discovery; detailed lesson plans; multimedia; tests provided.

University of Georgia Anthropology Curriculum Project *507*
One unit, Political Anthropology, is a study of social control. 2-5 weeks long; for average students in grades 8 and 9; may be used to supplement any courses.

World Law Fund, School Program *523*
Large selection of supplementary materials on world problems, law, peace; students of all abilities in grades 7-12; inquiry; independent study.

PSYCHOLOGY

Introduction to the Behavioral Sciences (HSSC) *315*
A study of behavior through psychology, sociology, and anthropology; complete, one-semester course for average and above-average 12th-graders; discovery; detailed lesson plans; multimedia; tests provided.

SOCIOLOGY

Primary focus.

The American *1*
Focus is on teaching students about humans--their similarities and differences, culture, change, and progress-- and about American

society. One-year course for average students, grade 7; detailed lesson plans; discovery.

Episodes in Social Inquiry Series (SRSS) *203*
A set of supplementary units which emphasize sociological concepts and issues, both current and historical. Twenty-three separate units can be used alone to supplement courses or combined to make up a one-semester or one-year course; average students in grades 7-12; 9th-grade reading level; detailed teachers' guides; inquiry.

Inquiries in Sociology (SRSS) *299*
An introduction to four sociological domains: socialization, institutions, stratification, and social change; emphasis on objective study in a "sociological laboratory"--the classroom. Complete, one-semester course for average to above-average high school students; detailed lesson plans, multimedia; inquiry.

Readings in Sociology (SRSS) *419*
7 books of readings designed to supplement social studies courses; average to above-average students, grades 10-12; inquiry.

The Social Sciences: Concepts and Values *449*
Program uses a wide variety of unique learning activities designed to arouse and maintain student interest. Two one-year courses for grades 7 and 8; can also be used as supplementary units; average students; extensive teachers' guides; discovery and inquiry.

Task Force on Ethnic Studies *463*
A variety of units on current sociological problems of two American minority groups: American Indians and blacks. 2-4 week supplementary units; average students; grades 7-12; inquiry.

Secondary focus.

Humanities in Three Cities (HSSC) *281*
Sociology is a major focus in this study of Athens, Florence, and New York; all or some readings could be used in sociology courses; average to above-average students in grade 12; discovery; detailed lesson plans; multimedia; tests provided.

Introduction to the Behavioral Sciences (HSSC) *315*
Sociology is a major emphasis in this study of behavior; complete, one-semester course for average to above-average students in grade 12; discovery; detailed lesson plans; multimedia; tests provided.

Lincoln Filene High School Social Studies Program *333*
A large set of materials on contemporary issues especially designed to interest and motivate non-college-bound students. Several of the units are appropriate for supplementing sociology courses; non-college-bound students, grades 9-12; low reading level; inquiry.

Public Issues Series *407*
About 6 units on such topics as race relations, integration, immigration, status, and race and education are relevant for sociology units or courses. Average to below-average students in grades 7-12; 8th-grade reading level; detailed teachers' guides; inquiry; tests provided.

The Shaping of Western Society (HSSC) *431*
Social systems in western society is a major emphasis of a large number of the readings; could supplement sociology courses; average to above-average students, grade 10; discovery; detailed lesson plans; multimedia; tests provided.

University of Georgia Anthropology Curriculum Project *507*
One unit, Race, Caste, and Prejudice, is a study of prejudice--its forms, focus, and meaning. 4- or 5-week unit for average high school students, can be used in sociology courses.

URBAN STUDIES

Secondary focus.

Justice in Urban America *491*
All 6 units deal with some aspect of law in urban settings (such as juvenile law, consumer law, criminal law, and landlord-tenant law); units could be used together as course or separately to supplement other courses; average 9th-graders; 9th-grade reading level; extensive teachers' guides; inquiry; simulations; evaluation recommendations.

Lincoln Filene High School Social Studies Program *333*
A large set of materials on contemporary issues designed especially to interest and motivate non-college-bound students. Three of the supplementary units are appropriate for urban studies courses; grades 9-12; low reading level; inquiry.

Public Issues Series *407*
Social Action and Race and Education could be used as supplementary units; average to below-average students in grades 7-12; 8th-grade reading level; detailed teachers' guides; inquiry; tests provided.

Readings in Sociology (SRSS) *419*
Books of readings on contemporary social issues. Cities and City Life, Delinquents and Criminals, and Crowd and Mass Behavior are suitable for urban studies; average to above-average students; grades 10-12; inquiry.

WORLD HISTORY, CULTURE, AND PROBLEMS

Primary focus.

Asian Studies Inquiry Program *75*

A set of units which cover social, cultural, and political aspects of past and present Asia; emphasis on students developing original ideas. Fifteen supplementary units suitable for world history and civilization courses; average students in grades 9-12; comprehensive teachers' guides; inquiry.

Foreign Policy Association International Studies *219*

A variety of supplementary materials which concentrate on foreign policy--war, peace, interdependence of nations, the future, and world affairs. For high school students of all abilities; some detailed teachers' guides; inquiry.

A Global History of Man *267*

Focus is on explaining the present by looking at the past; a study of world areas as they are related and on major issues (poverty, conflict) which affect the entire world. A one-year course for average students, 9-12 (can be easily expanded to 2 years); detailed lesson plans; some discovery lessons; tests provided.

Humanities in Three Cities (HSSC) *281*

A study of the literature and art of Athens, Florence, and New York City; concepts from anthropology, economics, history, political science, sociology, and humanities; average to above-average 12th-graders; discovery; detailed lesson plans; multimedia; tests provided.

The Shaping of Western Society (HSSC) *431*

A complete, one-semester world history course; four major areas of study: politics, economics, social systems, and philosophy; average to above-average students in grade 10; discovery; detailed lesson plans; multimedia; tests provided.

Tradition and Change in Four Societies (HSSC) *475*

A complete, one-semester course focusing on a study of four countries through history, economics, anthropology, and political science; average to above-average 10th-graders; discovery; detailed lesson plans; multimedia; tests provided.

World Law Fund, School Program 523
Large selection of supplementary materials on world law, problems, peace; students of all abilities in grades 7-12; inquiry; independent study.

World Studies Inquiry Series 537
Complete set of supplementary materials on four continents for secondary school students with low reading ability; detailed teachers' guides; inquiry; tests provided; emphasis on case studies.

Secondary focus.

The Amherst Project 45
A number of the units can be used to supplement world problems courses in grades 11 and 12; average and above-average students; high reading level; inquiry, independent study.

Geography in an Urban Age 249
The unit Cultural Geography could be used in world culture courses; average students in grades 9-12; extensive teachers' guides; multimedia; simulations and games; inquiry.

Patterns in Human History 377
A study of human beings and humanness; students use replications of artifacts to study their ancestors. Entire course could be used, although focus is primarily on anthropology; average students, grades 9-12; detailed lesson plans; multimedia; discovery.

Public Issues Series 407
Supplementary units on a number of nations such as Kenya, Nazi Germany, and Communist China are appropriate for world history or problems units or courses; average to below-average students in grades 7-12; 8th-grade reading level; detailed teachers' guides; inquiry; tests provided.

The Social Sciences: Concepts and Values 449
Program uses a wide variety of unique learning activities designed to arouse and maintain student interest. Supplementary units on culture available; grades 7 and 8; average students; extensive teachers' guides; discovery and inquiry.

University of Georgia Anthropology Curriculum Project 507
One unit, Life Cycle, treats four cultures: middle-class America, the Tiv of Africa, Balkan peasants, and the Communist Chinese. A 5-week unit for average students in grades 7-9; tests provided.

The American

Prepared by:

Vicki Ertle

INTRODUCTION

The American is a unique course because it concentrates on teaching students what it means to be human while at the same time teaching them to become effective members of American society. This one-year course for seventh-grade students is divided into two volumes. With Volume I students learn how men are alike and different; how culture develops, changes, and progresses; and how American culture reflects "cultural pluralism." In Volume II students concentrate on four American institutions: the family, the educational system, the economy, and the system of government.

The course is designed so that students will gain knowledge of the social sciences and cognitive skills, such as observing, interpreting data, and testing hypotheses. Students should also learn to clarify both personal and societal values. Multimedia resources are used for every unit and teaching strategies are diversified.

The American is presented in this book as a possible model for school districts elsewhere. Developed over a period of six years by Milwaukee, Wisconsin, teachers, it is a good example of new materials available for seventh-grade students.

BASIC INFORMATION

Program name:
The American.

Format:
Course is divided into two volumes, one for each semester.

Uniqueness:
A cultural approach to the study of government, incorporating the social sciences.

Content:
Volume I is an explanation of (a) the physical and cultural similarities and differences between men, and (b) American culture in detail. Volume II emphasizes four American institutions: family, education, economy, and government.

Suggested use:
One-year course in social sciences, designed to be adapted by teachers in any manner they wish. Developers suggest using the materials as a framework, supplementing them with other textbooks and resources.

Target audience:
Grade 7.

Aids for teachers:
One teacher's guide is provided for both volumes. The guide contains background material on the program, lists of objectives, and suggested lesson plans.

Availability:
Materials available from developer. Schools may purchase only one set of the materials and are advised to contact the Milwaukee Board of Education concerning reprinting.

Director/developer:
Arthur H. Rumpf/Milwaukee Public Schools, P. O. Drawer 10K, Milwaukee, Wisconsin 53201.

Publisher:
Same.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The developers of *The American* state that the overall purpose of their program can best be summarized in the following words of Grayson Kirk, former President of Columbia University: "The most important function of education at any level is to develop the personality of the individual and the significance of his life to himself and others" [Rumpf, introduction].

The authors call the program a "cultural anthropology approach to citizenship." Instead of focusing on a more structured approach to government where students study only the various levels of government and learn how they are supposed to act in society, the developers of *The American* incorporate all the social sciences so that students can understand the operation and interaction of contemporary social institutions. By studying culture, the physical and social nature of man, government, and economics, the developers hope that students will better understand the world they live in and lead productive, effective lives.

1.2 Terminal objectives.

The authors of *The American* believe that social studies education should pursue three broad objectives and wrote the course material to reflect these aims: (a) the course should enable pupils to increase their knowledge of social studies; (b) the course should provide opportunities for students to develop and use cognitive skills such as classifying, predicting, and interpreting data, and (c) the course should cause students to examine, and clarify when necessary, the matrix of both individual and societal values (Rumpf, p. vii). In the area of values, the authors hope the course will help students recognize the values of our society, assist them to clarify what they personally believe, and help students solve value conflicts.

1.3 Detailed objectives.

Specific objectives are not given for each unit of the course. The developers of the program did not intend that the course be a self-contained instructional package. Instead, they hope teachers will use the course as a skeletal outline for a larger course of study and supplement the text with books from other subject areas.

The teacher's guide contains an introduction to each unit. This introduction states the purpose of each unit and why the unit is important to the course. In Unit Two, for example, students examine newspapers and magazine articles to find evidence of propaganda. The introduction states, "Knowledge of propaganda devices is essential for effective analysis on the part of the pupil. This chapter should help the pupil to become a critical reader. This is an imperative attribute in a democratic society" [Rumpf, p. 3].

CONTENT AND MATERIALS

2.1 Content focus.

The American is intended both to help students discover who they are and also to introduce them to the social sciences. In the beginning units, the course is explained and the physical and social nature of man emphasized. Students write stories answering the question, "Who am I?" and discuss where they fit into the "scheme of things." They learn the physical similarities they share with all men and explore how America faces the matter of race. Culture is then examined. Students learn about social standards and social control, study examples of mores and folkways, and explore factors that lead to culture change. The emphasis is on how men interact with others and, once the students finish studying the need for group living, they examine American social institutions. In studying the family, educational, economic, and political systems of the United states, the materials emphasize the fact that while America is certainly not Utopia, our institutions can respond to change and the will of the people.

2.2 Content and organization of the units.

The course is divided into two volumes, one for each semester of the seventh grade. Each volume consists of eight to nine units.

The first two units in Volume I begin with an introduction to the course objectives. To learn about propaganda devices encountered in everyday life, students examine political cartoons, leaflets issued by pressure groups, and discuss propaganda aimed especially at teenagers. In Unit Three, "The Physical Nature of Man," students explore why men are different, how people are alike, and participate in an in-depth study of how race is treated in the United States. Students view films, examine articles and court decisions, and analyze charts to check the extent of discrimination and what efforts have been made to remedy the problem. In other Volume I units, students learn how cultures share certain universals and "visit" foreign lands through films and filmstrips. Cultural change is explored, as well as how culture molds societies. American culture is examined in two units. The first of these explains the story behind American culture, what factors have affected it, how it borrows from other cultures, and also how American culture keeps growing and changing. A historical background on the development of social institutions is presented so that students can see how man's early progress in food growing and urban life led to a complex industrial system. In the last unit of Volume I, students examine modern American culture, finding that American society is composed of many different cultures, all attempting to live peacefully together. In an in-depth study, students answer the question: "Why did President Kennedy call the United States a nation of immigrants?" In order to answer this question, students examine charts to determine the nationalities of the immigrants, read short narratives to discover why they fled their countries to come to America, and study the formation of "colonies" in American cities.

The first unit of Volume II is a review of the main concepts from Volume I and a summary of what is ahead in Volume II. Four major American institutions are studied: the American family, the American educational system, the American economic system, and the American governmental system. Each system is studied in terms of its development, its present stage, and its future. Each system is also examined from different racial perspectives. In each unit there is one in-depth study of the topics covered: for example, for Unit Two, "The American Family," students are asked to predict what the family of the future will be like. For the unit on the American educational system, students explore the options opened to them and predict where they will fit. The units on the governmental system cover city, county, state, and national politics. The city government of Milwaukee, Milwaukee County, and the State of Wisconsin's government are explained. In one in-depth study for these units, students confront the problem of pollution and suggest how pollution matters might be handled by city, county, and state governments.

The second-semester course concludes with "Getting It All Together," a summary of the entire course that re-emphasizes major themes.

2.3 Materials provided.

Student materials. Student materials consist of two volumes. The volumes contain vocabulary charts, suggested activities, questions, and additional resources for each of the units. One copy of each volume is sent to schools, which are expected to Xerox or otherwise reproduce the originals to obtain the number of copies required.

Teacher materials. The teacher is provided with a combined guide for Volumes I and II. The guide contains background material on the program, an explanation of the objectives of the materials, and suggestions for implementation. Each unit is treated in terms of what materials are needed, what content should be emphasized, and what student activities may be used. The guide is packaged in a loose-leaf fashion so that teachers can expand it to suit their interests and needs. Newspaper and magazine articles that may be reproduced are included.

2.4 Materials not provided.

The Milwaukee Board of Education provides all Milwaukee teachers with the multimedia resources suggested throughout the course. Those districts using the program as a model for their own schools would have to secure similar resources.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The developers feel that students learn to reason only by reasoning. Because of this, there are a variety of strategies used in the program, all reflecting a basic inquiry approach. Using multimedia materials, students participate in demonstrations, seminars, games, and simulations. In their textbooks, students use case studies, narratives, and charts to analyze new material and to formulate their generalizations. The questions listed at the end of each unit and the in-depth studies are intended to further skill development. Independent study is also suggested for those students who wish to learn more about a particular topic. Because the teacher's guide is suggestive rather than restrictive, teachers are encouraged to use those teaching methods they feel will work best with their students.

3.2 Typical lesson.

In most lessons students use filmstrips, records, books, charts and articles in addition to their student text. Although the sequence of events may vary from lesson to lesson, the example that follows, taken from Volume I, Unit Four, "The Social Nature of Man," is typical of the course.

The concept stressed in the lesson is "All cultures provide similar functions." After reading a short discussion of cultural similarities, students look at four pages of photographs of peoples from all over the world. The pages contained in the student text depict cultural similarities in the need for food, shelter, clothing, and transportation. Asking the class, "What can be said about all of the people shown in these photographs?" the teacher leads a discussion on the similarities the students have discovered, such as: "All people need shelter," or "All the people are eating." After this discussion, students go through eight more pages of photographs as individual assignments. When they have finished, they compare their answers with those of their classmates and select from these answers the best statement or "class answer" for each page of pictures. Class answers are then compared with statements in the text. The photographs were chosen to depict cultural universals such as ways of communication, expression in art forms, and modes of recreation. To conclude this activity, teachers may ask students to cut out pictures from *National Geographic* that depict universals or form committees of students to gather or produce examples of food, clothing, and tools for a number of cultures.

3.3 Evaluation of students.

No prepared tests are provided. The questions and activities listed at the end of each unit could presumably be used for evaluation purposes if the teacher wishes, or the teacher may develop his own testing materials.

3.4 Out-of-class preparation.

Teacher. The teacher should be familiar with the content of the reading selections to be discussed in class and should review the sections in the teacher's guide that correspond to the topics under discussion. Teachers who wish to add additional resources and activities to the course will have to spend the appropriate extra time. If multimedia resources are used with the activities, these must be ordered in advance.

Student. Students presumably read class assignments at home and should be prepared to discuss the material in class. Teachers may assign additional homework, such as projects, field trips, and readings, at their discretion.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special prerequisites.

4.2 Student prerequisites.

The program is designed for seventh-grade students of all ability levels. There are no specific skills such students need to use the materials.

4.3 Teacher prerequisites.

No special training is needed for teachers who use the program. Familiarity with the teacher's guide and the student texts should provide necessary instructions for using the materials.

4.4 Cost of materials.

Individual sets of the program materials (one teacher's guide, copies of Volume I and Volume II student text) may be purchased from the Milwaukee Board of Education for $6.00. Schools interested in reprinting the materials are advised to contact the Board for further information.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

In the early 1960s, Arthur Rumpf, the editor of *The American*, was teaching a junior college course on the social sciences. Recognizing a need for teaching a similar course to younger students so that they too could gain insight into the workings of society, he began seeking funds for developing a course.

Mr. Rumpf believes that a course that presents a culture theme and a world view of man is particularly appropriate for the junior high student. He believes that if students understand man and the universal social institutions, the other social science disciplines are easy to comprehend. Students who have a world view of history will understand the development, operation, and interaction of contemporary institutions, he contends.

5.2 Program development.

The program began under the auspices of the Elementary and Secondary Education Act of 1965. The course was originally called "An Introduction to the Social Sciences and Humanities" and was geared to students classified as "disadvantaged." As word of the success of the program spread through Milwaukee schools, the program was revised for use with all students and distributed citywide. Federal funding was discontinued and replaced by local funds. Since 1965 the program has been revised four times. The authors hope that continued revision and improvement will characterize the program. All Milwaukee teachers using the program are asked to assist the authors in the ongoing development of the course.

5.3 Developer's evaluation.

While the program was receiving funds under the Elementary and Secondary Education Act, a field test was conducted at selected schools. Locally developed and standardized tests were used. Because this original assessment was done on the prototype of the present materials, the developers no longer consider the data applicable. An evaluation of the current materials is anticipated for 1973.

5.5 Independent analyses of the program.

There has been no independent analysis of *The American*.

5.6 Project funding.

Initial funding was through the U.S. Office of Education under the Elementary and Secondary Education Act of 1965. When federal funding expired, support for the program came from the Milwaukee public schools. At the present time the program continues to receive local funds.

5.7 Project staff.

The editor of *The American* is Arthur H. Rumpf. In addition to Mr. Rumpf contributors included: Kathleen A. Braun, Robert A. Donegan, Sophia B. Foreman, Harold H. Hohenfeldt, Robert Koeper, Edward Neudauer, Robert B. Roesler, and Maxine Sawtelle.

5.8 Present status.

The program is operating in all seventh-grade classes of the Milwaukee public schools. The authors continually solicit comments of teachers and students using the program and plan periodically to change the program to fit the users' needs. Plans are also underway to devise an evaluation program for the course.

REFERENCES

Rumpf, A. Teacher's guide for *The American*. Milwaukee: Milwaukee Public Schools, 1972.

American Political Behavior

Prepared by:

Sandra G. Crosby
Vicki Ertle

INTRODUCTION

The High School Curriculum Center in Government at Indiana University has developed a one-year, two-semester course in political science for secondary schools. The course, *American Political Behavior,* looks at the political process through a social science perspective.

Five units examine political behavior by analyzing such basic social science concepts as political culture, political socialization, social class, status, role, and decision making. Critical thinking skills and inquiry skills are emphasized in the course; students interpret information, pose hypotheses, examine data, and then validate and justify their findings.

The materials are contemporary and varied. In addition to the student text, which is full of pictures, charts, and political cartoons, there are transparencies, worksheets, tests, two board games, two simulations, and two films. All five units are organized on a case study approach, although many exercises ask students to examine data and interpret statistics as well as read short narratives. The titles of the five units reflect their content: Introduction to the Study of Political Behavior; Similarities and Differences in Political Behavior; Elections and Voting Behavior; Political Decision-Makers; and Unofficial Political Specialists. All of the material is written in such a way as to point up the controversies, conflicts, and compromises which are major elements of contemporary American political behavior.

A very detailed teacher's manual offers extensive information about the goals, evaluation, and approach of the program, in addition to detailed lesson plans.

BASIC INFORMATION

Program name:
American Political Behavior

Format:
Student text available in one-year hardcover edition or two one-semester-each papercover versions; transparencies, worksheets, tests, games, simulations, and films are also available.

Uniqueness:
A social science approach to the study of political behavior.

Content:
The five units cover an introduction to politics, similarities and differences in political behavior among various groups, elections, decision makers, and unofficial political specialists.

Suggested use:
Any grade at the secondary level; as a one-year course, however, if desired, Units 1, 2, and 3, and Units 4 and 5 can be used together as one-semester courses.

Target audience:
Students of all abilities in any grade at the secondary level.

Length of use:
One consecutive year or two semesters.

Aids for teachers:
Extensive teacher's guide contains background information on the program in addition to detailed lesson plans.

Availability:
All materials are available.

Developer:
Howard Mehlinger and John Patrick/Directors, High School Curriculum Center in Government, Indiana University, 1129 Atwater, Bloomington, Indiana 47401.

Publisher:
Ginn and Company, 191 Spring St., Lexington, Massachusetts 02173.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The developers of *American Political Behavior* state that the overriding purpose of their course is "to provide a sound program in civic education for all young people" [Mehlinger and Patrick, p. 3]. They add that the program is designed for all levels of abilities and is an attempt to offer all students the kinds of information and skills previously available to college students only. In providing students with a behavioral approach to the study of politics--or showing them how and why people act in a political manner--they hope to build understanding of political behavior and an interest in American political life that will continue throughout life.

1.2 Terminal objectives.

The developers consider the following goals of *American Political Behavior* to be among the most important:

1. Increasing student capability to perceive politically relevant experiences.
2. Developing student capability to organize and interpret information.
3. Developing student ability to determine the grounds for confirmation or rejection of propositions about politics.
4. Developing student capability to formulate and use concepts, descriptions, and explanations about political behavior.
5. Developing student ability to consider value claims rationally and to make reasoned value judgements.
6. Influencing students to value scientific approaches to the verification of factual claims and rational analysis of value claims.
7. Increasing student capability to assess the likely costs and rewards of particular types of political activities.

8. Reinforcing democratic political beliefs such as respect for the rights of individuals, support for majority-rule practices. acceptance of civic responsibility, etc. [Mehlinger and Patrick, p.2].

1.3 Detailed objectives.

Learning objectives for each lesson in the program are stated in the teacher's manual. They are written in behavioral terms so that teachers will understand what each lesson is intended to accomplish. The following are representative objectives:

> Students can provide an acceptable definition of the term "political decision" and are able to link it to the term "accomodational decision."
>
> Students can evaluate main arguments for and against the convention system for nominating presidential condidates.
>
> Students can list and explain five "formal" rules that influence decision making in the Supreme Court.

CONTENT AND MATERIALS

2.1 Content focus.

American Political Behavior represents a social science approach to the study of politics; using the course materials, students should see how social factors relate to political behavior. Several basic social science concepts--political culture, political socialization, social class, status, role, and decision making--are applied to the study of politics. Through the study of these concepts students are taught to pose hypotheses, link variables, and gather the necessary data to test their hypotheses. They are given exercises in distinguishing between fact and value statement, in addition to reading statistical data, in an effort to teach them a valid way of using information. Controversial topics such as the origins and consequences of political action, activities of pressure groups, and race relations are also presented as topics for analysis.

2.2 Content and organization of the sub-divisions.

American Political Behavior was written as a one-year course; however, the materials are so packaged that it can be used as two independent semester courses if desired. The basic student text comes in two versions: a hardcover text for a one-year course, and two paperbound texts. Book One of the paperback versions includes units one, two, and three, while Book Two covers units four and five.

Supplementary materials are also available. There are transparencies, worksheets, and tests. All these components are sold in packages of duplicating masters from which class sets of materials may be made. The transparencies and worksheets are also duplicated in the back of the teacher's guide.

Two simulations, "City Hall" and "Influence," plus two games, "Bottleneck" and "Ninth Justice," are also available. In "City Hall" students take roles as voters, candidates, and campaigners in a city election. "Influence" requires pupils to play the roles of public officials and unofficial political specialists, or lobbyists, who want to influence public policy. The game "Bottleneck" deals with major facets of the operations of Congress; "Ninth Justice" teaches the most important aspects of the work of the Supreme Court.

Four films are also available for the program. The titles are "The Role of the Congressmen," "A Voter Decides," "Group Reader," and "Political Animal."

Following are brief descriptions of the content of the five units:

Unit I, "Introduction to the Study of Political Behavior": Consisting of three chapters, Unit I begins by answering the questions, "What is political behavior?" and "Why do people behave politically?" To answer these questions the students read four case studies on various manifestations of political behavior. Other case studies and narratives introduce students to the social science approach to the study of politics and to the process of making value judgments and policy decisions. In one case study involving a young teacher who loses her position after voicing political opinions in class, the students are required to consider such aspects of political behavior as conflict, political resources, and influence.

Unit II, "Similarities and Differences in Political Behavior": The five chapters of this unit place the study of American political behavior within a broad conceptual framework in which students examine the relationship of social factors to political attitudes and actions. The social science concepts of society, culture, socialization, social class, status, and role are introduced. Manifestations of American political behavior are compared with those of other cultures; in one exercise students read three cases in which personal conflict was settled through mediation, "blood vengeance," and judicial decision, respectively. This unit also contains information about the political behavior of ethnic groups and the various expressions of patriotism and alienation.

Unit III, "Elections and Voting Behavior": The three chapters of Unit III are concerned with the relationship of social and psychological factors to voting behavior. Through the use of case studies and social research data, students examine the people who participate in elections, why and how campaign organizers work, and the differences beteeen the major parties. In one case study they read of the 1967 mayoral race in Gary, Indiana between a black Democrat and a white Republican. In other exercises students use worksheets and tables to study the voting patterns of various groups.

Unit IV, "Political Decision-Makers": Consisting of five chapters, this unit teaches students about the political roles of four types of public officials in the federal government: the president, congressmen, Supreme Court justices, and bureaucrats. Through case studies and narratives, students examine the rights and duties of each role, how individuals are recruited to fill the roles, and the decision-making responsibilities each official faces. The two board games, "Bottleneck" and "Ninth Justice," accompany this unit.

Unit V, "Unofficial Political Specialists": The five chapters here deal with those people who do not hold positions in government, but nevertheless play important roles in the making of public decisions. Four types of unofficial political specialists are studied: representatives from interest groups, news comentators, expert-consultants, and political party leaders. Again case studies are used to illustrate political behavior--the activities of the Connecticut State Rifle and Revolver Association vis-a-vis a firearms bill, for example.

2.3 Materials provided.

Student materials. Student materials include the two versions of the student text, transparencies, two simulations, two games, worksheets, tests, and four films.

Teacher materials. The 142-page teacher's guide contains a lesson plan for each lesson. At the beginning of each chapter there is an overview of the textbook chapter's content, a bibliography of useful books, and a list of 16mm films and filmstrips that might be used if the teacher wishes. The guide also contains an overview of the program's history and evaluation, a discussion of the program components, instructional strategies, and tests, and an overview of the social science approach to the study of politics.

2.4 Materials not provided.

The teacher must order the suggested films or filmstrips from a film rental service.

CLASSROOM STRATEGY

3.1 Teaching-learning strategy.

The strategies used in the *American Political Behavior* course are intended to develop skills of critical thinking and inquiry. A wide variety of activities is suggested, according to the lesson objectives. For example, skill in reading statistics is taught by written exercises, but games and simulations are recommended for teaching political strategies.

Lessons are organized around four basic categories of instruction, each requiring different types of strategies. In "confrontation," students are expected to speculate and form hypotheses on the topics under study by taking in-class surveys, reading case studies, questioning, and viewing transparencies. Next, in "rule-example," they reassess and modify their hypotheses on the basis of new information; teacher demonstrations, written exercises, and data analysis are typical techniques used here. During "application"--when they apply the modified hypotheses to new situations--they analyze case studies, play simulation games, and work data-processing exercises. Finally, in making value judgments about a given situation, the students take part in open-ended discussions and role playing.

The teacher's role varies with the type of lesson; typically it involves conducting open-ended discussions, helping students with their exercises, provoking student response, and assessing student progress.

3.2 Typical lesson.

The lesson "Who Votes in American Elections?" from Unit III typifies many of the course strategies. It is designed for three class periods. "Students can speculate about why there are differences in rates of political participation," is one of the seven lesson objectives.

The lesson begins with students completing a worksheet which asks them to estimate the percentage of Americans who participate in political activities in such ways as maintaining membership in a political club, contributing money to a campaign, writing to a congressman, etc. After the students discuss their estimates, the teacher shows a transparency illustrating percentages derived from various voting behavior studies from 1948-1960. Students speculate about why large numbers of Americans do not participate in politics and what high or low levels of citizen participation mean to the political process.

"Who votes?" is the general topic of the second session of this lesson. Students view transparencies and discuss the relative influences on voting of sex, education, occupation, income, and other factors. They hypothesize answers to the question, "Which individual is more likely to vote?" after looking at a transparency which identifies man vs. woman, black man vs. white man, urbanite vs. farmer, and other pairs. The hypotheses should be written in such a way that they can be tested on the basis of data which will be presented to the class at a later time. As homework, students check their hypotheses against the three tables in their text showing percentages of (a) civilians voting in elections for the years 1940-1970; (b) percentages and profiles of nonvoters in four presidential elections; and (c) comparative voting turnouts for different socio-economic and racial groups in 1964.

In the third and last part of this lesson, students are asked to generalize about voting on the basis of the data presented in the tables described above, taking into consideration such variables as sex, age, race, and area of residence. Correct generalizations are provided in the teacher's guide. In a class discussion students must substantiate their generalizations with evidence, and are encouraged to demand and supply justifications for a generalization before accepting it as valid.

To conclude the lesson, students draw up hypotheses based on their explanations, with the expectation of later being able to verify their explanations with facts.

3.3 Student evaluation.

Twelve short-answer tests are provided, so that students are tested every three weeks. Each test has two forms; if students do not pass Test Form A they are given Test Form B as a back-up. If Form B was given first, Form A acts as the back-up.

3.4 Out-of-class preparation.

Teacher. Teachers must review the lesson plans, read the student text, review the discussion questions used in class (their own or those prescribed in the guide), and duplicate any necessary class handouts.

Student. Homework will depend on the preference of the teacher. In the homework recommended in the teacher's guide, students are never asked for "pat" answers which they can copy from the text but rather for conclusions based on class discussions, and for individual analyses of the material.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities or arrangements are required; however, an overhead projector is necessary for using the transparencies. If the teacher chooses to use the recommended films or purchase the films developed for use with the program, a 16mm projector will be required.

4.2 Student prerequisites.

The developers state that students from all ethnic and socio-economic backgrounds can successfully use the program. No special abilities or skills are required. The reading difficulty of the course is calculated on the basis of the Dale-Chall formula, which indicates an eleventh-grade readability level. However, the developers contend this finding is misleading because the vocabulary is repetitious and all new or difficult words are frequently defined.

4.3 Teacher prerequisites and training.

No special teacher skills are required and no training is required beyond that of carefully reading the teacher's guide.

4.4 Cost of materials.

Note: The packages of tests, transparencies, and student worksheets are sold in two groups: Books 1, designating materials for the first semester; and Books 2, designating materials for the second semester. Persons teaching a one-year course must purchase both groups.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Student text:				
Hardcover (1 yr.)	1 per student	Ginn	$5.64	Reusable
Softcover				
Book 1	1 per student	Ginn	$2.58	Reusable
Book 2	1 per student	Ginn	$2.67	Reusable
Test package:				
Book 1	1 per class/school	Ginn	$17.82	Reusable
Book 2	1 per class/school	Ginn	$17.82	Reusable
Transparencies package:				
Book 1	1 per class/school	Ginn	$20.91	Reusable
Book 2	1 per class/school	Ginn	$23.85	Reusable
Worksheet package:				
Book 1	1 per class/school	Ginn	$9.09	Reusable
Book 2	1 per class/school	Ginn	$5.37	Reusable
Simulations	1 set per class/school	Ginn	$6.33	Reusable
Games	1 set per class/school	Ginn	$49.50	Reusable
Films				
The Role of the Congressman		Ginn	$333.51*	
Voter Decides		Ginn	$217.50*	
Group Leader		Ginn	$217.50*	
Political Animal		Ginn	Not established	
Teacher's guide	1 per teacher	Ginn	$4.20	Reusable

*Films may be rented. Contact Ginn and Co.

4.5 Community relations.

Introducing this program should be no more difficult than introducing any other new program into the schools. While certain of the program's chapters may contain material which is controversial in some communities, schools should be reassured by data in the latest evaluation of the materials indicating that teaching about controversial issues does not change or subvert basic beliefs in the principles of democracy.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers state that they designed *American Political Behavior* to overcome what they considered the major weaknesses in civics and government instruction. They criticized previously available courses for (a) content lag: instructional materials have failed to incorporate the new knowledge produced by social scientists in recent years; (b) insufficient support was given to the development of critical thinking and inquiry skills; (c) frequently the content of civics classes merely replicated information available to students outside the classroom through news media and other sources; and (d) controversial issues and the drama of the real political world were avoided giving students a romanticized view of politics.

5.2 Program development.

American Political Behavior went through five stages before the course was complete.

1. Stating assumptions, defining objectives, and designing the "package" of student materials.
2. Preparation and writing of materials.
3. Pilot testing, revision, and additional trials.
4. Evaluation of the materials by teachers not involved in previous stages of development.
5. Final revisions, submission of final project report, commercial publication.

5.3 Developers' evaluation.

The experimental version of the course was developed over a three-year period, from 1966-1969. The first trial was held during 1968-69 in 40 classes throughout the United States. Classes were selected from four different geographical regions and from four types of towns and communities in an attempt to yield an adequate sample of students. Students were divided into control and experimental classes; assignment of students to the experimental course was made through the regular class assignment procedure used in each school. During 1969-70 the course was taught by approximately 50 teachers. The means of selecting schools and experimental classes were identical to those of the earlier trial. Control classes used traditional civics, American government, and principles of democracy programs.

Because the 1969-70 trial materials reflected the revisions made as a result of the 1968-69 evaluation, only the later trial will be discussed here.

The developers designed a Political Knowledge Test, a Political Science Skills Test, and six political attitude scales to measure student performance in terms of the course objectives. The Knowledge Test measured student recall of information and the ability to apply certain major ideas about political behavior to case examples. The Skills Test measured student ability in organizing and interpreting information and in making critical judgments about statements and questions. The six political attitude scales measured the impact of the course on attitudes associated with democratic political interest. The six attitudes were political tolerance, political interest, sense of political efficacy, equalitarianism, political trust, and political cynicism.

5.4 Evaluation results.

These three instruments were given to students in nine communities. On the Political Knowledge Test, experimental classes in all nine communities scored higher than control students. On the Political Science Skills Test experimental groups in four of the nine communities scored much higher than control groups; in three communities experimental students scored only slightly better; and in two of the communities there was only a minor difference. With regards to the attitude scales, the developers found the *American Political Behavior* course had little or no impact on the political attitudes of the experimental groups. The developers state that this finding "indicates that teaching about the controversies, conflicts, and compromises which are essential to politics, through the *American Political Behavior* course, does not subvert student faith in the participatory or libertarian principles of democracy" [Patrick].

About half of the teachers of experimental classes had received seven weeks of instruction in the teaching of the *American Political Behavior* course. Results showed there was no significant difference in the test performances of those students who had the trained teachers and those whose teachers received no special training.

5.5 Independent analyses of the program.

Two analyses of *American Political Behavior* have been published in

Social Education. The first, appearing in the April 1970 issue, reviewed only the pilot version of the program.

The second analysis appeared in the November 1972 issue of the journal. This review, written by a staff member of the Social Science Education Consortium in Boulder, Colorado, essentially agrees with the information presented in this report.

5.6 Project funding.

Funds for developing the program were provided through a contract with the U.S. Office of Education.

5.7 Project staff.

The program was developed at The High School Curriculum Center in Government, directed by Dr. Howard Mehlinger, Associate Professor of History and Education at Indiana University. Sharing directorship of the writing and research tasks was Dr. John Patrick. Judith A. Gillespie developed the games and simulations for the program. Many others assisted in the project.

5.8 Present status.

All work on *American Political Behavior* is completed.

New projects. The authors are currently working on a new course for high school civics, the *High School Political Science Curriculum Project*, which conceives of the school itself as a political laboratory. Using the principles of political behavior which they have studied, students are expected to observe and analyze school political life. They are also expected to put to use what they have learned by participating in school politics. Initial pilot tests of the program are scheduled for the 1973-74 school year. No publication date has been set.

Articles describing the project have been published in educational journals. For a bibliography or for current information on the project, contact the Social Studies Development Center, Indiana University, 1129 Atwater, Bloomington, Indiana 47401.

REFERENCES

Mehlinger, H. and Patrick, J.J. *Teacher's Guide to American Politcal Behavior*. Lexington, Massachusetts: Ginn and Company, 1972.

Patrick, J.J. The impact of an experimental course, "American Political Behavior," on the knowledge, skills, and attitudes of secondary school students. *Social Education,* 1972, 36 (2).

The Americans: A History of the United States

Prepared by:

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Tom Roberts

INTRODUCTION

The Americans: A History of the United States is a one-year course in American history for slow learners in junior high school. In contrast to more traditional texts for such students, this program places primary emphasis on developing positive affective behavior in students--a more healthy self concept, favorable attitudes toward learning, and clear values. In its approach to subject matter and students' cognitive learning, the program adopts the approach of other inquiry programs in the social studies--stressing the student's use of historical documents, maps, graphs, diaries, newspaper accounts, and literature. Such materials are presented for the purpose of students' becoming aware of social and individual problems that prevailed in earlier times in America and can be related to contemporary experience. Thus history is to provide a background for students' developing a problem-solving and participatory stance toward their own lives in society.

Lessons are provided in a variety of formats--skits, map work, discussions, readings, workbook exercises--and can be embellished with tapes and filmstrips available in an optional kit. Besides a teacher's manual the developers provide a book stating their ideas about working with slow-learning students.

BASIC INFORMATION

Program name:
The Americans: A History of the United States

Format:
A hardcover textbook with 18 chapters to be used with a softcover workbook and optional audiovisual materials.

Uniqueness:
A self-contained course for slow learners stressing the development of positive self-concept through active, informal participation in class discussions, expression of opinions and of feelings of empathy with Americans who participated in events of our history.

Content:
American history from Columbus to the '70's.

Suggested use:
Complete one-year course in American history.

Target audience:
Slow learners in junior high school, ages 13-16.

Length of use:
One school year--approximately two weeks per chapter.

Aids for teachers:
Teacher's manual with detailed affective and cognitive objectives statements and daily lesson plans. Tests, and an optional kit of audiovisual materials. A book stating the rationale for teaching social studies to slow learners is also available and can be used for preservice training along with two 16mm training films showing how to use maps, slides, recordings and documentary materials with slow learners.

Availability:
All materials available.

Director/developer:
Edwin Fenton and Allan O. Kownslar/Social Studies Curriculum Center, Carnegie/Mellon University, Pittsburgh, Pennsylvania 15123.

Publisher:
American Heritage Publishing Company, Inc.; distributed by Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The Americans: A History of the United States was written to help the junior high school student who is a slow learner to understand American historical development as a context within which to understand and participate in contemporary American society. The course is intended to contribute more than knowledge; if successful, it should lead the student to think and act in a problem-solving way about problems of his own life within the larger society.

1.2 Terminal objectives.

The developers perceive that the slow learner has low self-concept, negative learning attitudes, and poorly defined values. Thus their first objective is to upgrade these attitudes to prepare the below-average student to learn. With this special mission in mind, the developers separate their learning goals into five categories. Each is described below with an example. The first three categories are in the affective domain and the last two are cognitive.

1. Objectives in the Area of Attitudes Toward Learning. This area covers students willingness to attend class, participate in learning activities, and take an active interest in his own work. For example, "The student should place a positive value on education, shown by: (a) staying in school instead of dropping out, (b) attending school more regularly, and (c) doing work more consistently than in other courses."
2. Objectives in the Area of Attitudes Toward Oneself (Self-Concept). The student should develop a self-image characterized by such statements as: "I'm not so dumb" and "I belong to: home, neighborhood, school, community, country, mankind."
3. Objectives in the Area of Substantive Values. Students should clarify their own ideas about the good man, the good life, and the good society by being able to share ideas about questions such as these: "What is the good man's obligation to strangers?" and "What sort of political system best enables the good man to lead the good life?"

4. Objectives in the Area of Study Skills. The student should improve his ability to: (a) read prose passages, maps, tables, charts, and graphs; (b) listen, follow directions, gather data, and tell main ideas from supportive information presented orally; (c) what he sees, discriminate between important and unimportant visual evidence, and arrange displays; (d) write--for instance, fill in blanks, write paragraphs well, and write short essays which use evidence to support generalizations; (e) speak including participation in oral class activities; and (f) combine two or more of the skills described above.

5. Objectives in the Area of Inquiry Skills. Students should learn to recognize problems from data; formulate an hypothesis; recognize logical implications; gather, analyze, and interpret data; and make generalizations [Fenton, pp. 27-31].

1.3 Detailed objectives.

Detailed objectives for each lesson cut across all five areas described above. The objectives for one lesson, "The Unknown--Writing a Paragraph," are:

Self-concept: To be able to say: "I'm not so dumb." "I am able to learn on my own." "I can make decisions myself."

Study skill: To write a short paragraph consisting of a topic sentence and several short sentences containing evidence about how many people felt about unknowns.

Inquiry skill: To make a generalization about how some people feel about unknowns.

Knowledge goals: To learn how to state in a short paragraph the ways in which historical figures and contemporary students had similar feelings about the unknown [Fenton and Kownslar, p. 16].

The objectives for "How Columbus Studied About the Unknown" are:

Study skills: To gather information from a reading when guided by specific questions. To compare evidence about how people deal with unknowns.

Inquiry skills: To recognize the problem: What Columbus did when he encountered an unknown, given appropriate material and guided by specific questions in writing. To analyze and interpret data dealing with that problem.

Knowledge goal: To know that, as an example of how one deals with an unknown, Columbus read, traveled, and asked questions in an attempt to learn more about what he did not know [Fenton and Kownslar, p. 18].

CONTENT AND MATERIALS

2.1 Content focus.

The Americans covers the chronological development of the United States from the time of Columbus to the space age. Although history provides the intellectual framework, students learn concepts in related social science disciplines and learn oral and written communication skills. They use diaries, original letters, newspaper accounts, and similar adapted primary source material which presents American historical developments as reflected in the lives of individuals who were dealing with problems that present-day students can relate to.

2.2 Content and organization of the subdivisions.

The textbook is divided into 18 chapters, each consisting of brief (usually one-page) readings. These readings may be keyed to a tape recording or filmstrip exercise in the workbook, or may ask the student to express his feelings about a situation based upon a diary entry, a biographical excerpt, a hypothetical news conference, or a news article. A brief description of the parts of some chapters follows:

Chapter One, "The Explorers," poses two main ideas: "places or things people know little about" and "how you can learn more about something that is new or strange to you." The chapter is introduced with a description of the emotions of Columbus and his sailors as they sighted land. The student is then asked to think about the concepts "unknown" and "discover" through the use of photographs of contemporary discoverers--the astronauts--and accounts of simple, personal adventures with the unknown, such as a story about a boy moving from his home, and a description of what life is like for an Eskimo family. The text tells how Columbus studied about the unknown, how he used maps, how he prepared for the voyage, how he used the wind and ocean currents, and, finally, how explorations into other unknowns can be charted.

Chapter Two, "The Colonists," delves into why the colonists came to America and how they lived after they arrived. The students reflect upon why people move today, and they compare their present situation with the reasons people moved from England, Europe, and Africa during the colonial period. Graphs and maps, diaries, letters, recordings and filmstrips present excerpts of life in the colonies. These contrast the lives of a colonial farmer, a slave, an indentured servant, and a plantation owner.

Chapter Three, "The American Revolution," asks the student "to think about what makes a person angry enough to fight, and what duties a person owes to himself and to his society." Reasons why Americans revolted in 1775 are discussed through the use of a fictitious letter to the editor from a colonial businessman, a conversation between English and American gentlemen, and a biographical excerpt about Patrick Henry's stand against the Stamp Act. Students are asked to relate these experiences to their own conceptions of why they might feel the need to rebel in a particular situation. The student is then asked to turn attention to the obligations one has to society--in the revolutionary past and now.

Chapter Seven, "Slavery in America," depicts slavery from a Northern and a Southern point of view. The student is asked, "Can a society justify slavery?" Pictures, biographical excerpts, and recordings are used to present several facets of life under slavery conditions. After studying protests against slavery, including those of Harriet Tubman and Frederick Douglass, the students are asked to think about ways in which they can help solve problems in their own communities.

Chapter Eight, "Civil War and Reconstruction," describes the major events that led to the Civil War and the war itself, including the Dred Scott case, the Lincoln-Douglas debates, John Brown's raid, and major battles in the war. The chapter also deals with Reconstruction--the Emancipation Proclamation, the Black Codes, the Freedmen's Bureau, and Jim Crow laws.

Chapter Eleven, "The Rise of Cities," follows chapters on industry and agriculture. It traces the growth of urbanization problems. It also considers the definition of a city by presenting the meanings of the ancient symbols for a city. "Why did cities grow in the 1800s?" Readings illustrate the influence of transportation, industry, and land speculation. Boredom with life on the farm and the growth of boom towns are described, as well as the problems that faced people who moved to the cities in the 1880s, and the difficulties that faced immigrant families. The role of political machines in politics is explained by an excerpt from Lincoln Steffens' book and a fictitious recording by a member of the New York political machine explaining "honest graft." The chapter concludes with an analysis of how streetcars and trains contributed to the expansion of cities. A recording from a column by "Mr. Dooley" extolls the good life in the city as compared to the inconveniences of rural life. The chapter is followed by one on immigrants.

Chapter Thirteen, "The Response of Government," raises the question of how much responsibility the government has to protect its citizens, and the differing opinions that people hold regarding the government's obligations to the people. Politics, social welfare, and economics are the three areas in which the student is asked to study government's obligations. These concepts are defined and elaborated upon through discussion of voting rights, child labor laws, the effect of the Depression, and the Social Security Act.

Chapter Fourteen, "War and the 20th Century," begins with a description of Hiroshima. A filmstrip of World War II scenes and a diary entry from a German World War I soldier are intended to convey what war is like to soldiers.

The student is presented with several points of view on the question "Can war be justified?" and is introduced to the pacifist position. The largest segment of this chapter deals with the rise of Hitler and the Axis powers and America's entry into the war.

The focus of Chapter Sixteen, "Protest and Change," is why people want change and how change can be brought about in this society. Forms of protest discussed cover the civil rights and university student movement, the dropouts to the drug culture, and the war resisters. The students are asked to decide what kind of action or decision they would take under similar circumstances. Techniques to effect change that are discussed include writing one's senator or others in authority, staging boycotts and sit-ins, organizing around community issues, and taking personal, individual action. Students end the chapter by identifying what they want to change, why they want the change, and how they would effect the change.

Chapter Seventeen, "America and the World," opens with a news article about the murder of Catherine Genovese as a preface to an explanation of how the United States began to involve itself in the problems of other nations. The spread of communism is presented through map work and a recording about Truman's intervention in Greece in 1947 on behalf of the anti-communist forces. The question of foreign aid, the establishment of the Peace Corps, the Korean War, the Biafrian conflict, and the Vietnam war are all discussed in terms that ask the students to think about whether they would help the people in these particular situations to the extent of going to war.

Chapter Eighteen, "The Scientific Seventies," tells the student to think about the jobs that will be available in the space age, the training that will be necessary to fill these jobs, and the places this training is available--from night school, high school, junior college, the Job Corps, and on-the-job training. The last chapter in the book asks the student to write a letter to a company that might have a job in an area that interests him or her, and to ask the company questions about training, salary, and future advancement.

2.3 Materials provided.

Student materials. A hardcover student textbook contains readings for the student, maps, charts, and diagrams. A companion softcover student workbook contains exercises which parallel each textbook lesson.

Teacher materials. Besides a teacher's guide, there are a test booklet and a kit of audiovisual materials, and a book presenting the developers' rationale for teaching social studies to slow learners, *The New Social Studies for the Slow Learner: A Rationale for a Junior High School American History Course* (American Heritage, 1969).

The softcover rationale book provides comprehensive statements of general cognitive and affective objectives, information about project development, a critique of other existing materials for slow learners, and the developers' assessment of the problems of teaching slow learners.

The teacher's guide lists objectives and discusses instructional strategies for each lesson. It describes the audiovisual materials to be used. An accompanying test booklet provides a variety of instruments to assess student attainment of both the affective and the cognitive objectives of each unit. The audiovisual kit contains a copy of the rationale for the course, recordings, full-color filmstrip exercises, and 11 sets of picture cards.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The teaching strategy for each lesson is a four-step sequence: (a) recognizing the historical problem; (b) advancing a tentative answer; (c) testing this hypothesis; and (d) formulating generalizations.

Because the developers believe that the slow learner needs to develop a sense of competence and responsibility they emphasize supportive, informal teacher interactions with students. The teacher is encouraged to circulate among students rather than lecturing, and to use student questions and comments as stimuli for discussions about values. Lessons are built around a correlation between historical incidents, contemporary problems, and students' opinions and feelings.

3.2 Typical lesson.

Classroom activities include large and small group discussions, viewing films, listening to recordings, and individual work in the workbooks. Lessons usually begin with a brief introduction which establishes the relationship among activities and provides instructions for proceeding with the lesson.

For example, one lesson from Chapter 16, entitled "How People Bring About Change," begins with students examining a *Peanuts* cartoon in which Linus protests against his teacher being fired. Students suggest several ways in which Linus could prevent the firing. The class is then divided into groups to examine picture cards depicting historical and contemporary protest situations (rent strike, demonstration, petition, support for armed forces). Next the groups fill in a chart containing descriptions of each picture. Students answer such questions as "Which pictures show legal and illegal ways of trying to bring about change?" and "Which pictures show violent and nonviolent means to effect change?" A reporter from each student group presents the group's answers for discussion by the whole class.

3.3 Evaluation of students.

The developers state that:

> . . . when teachers employ traditional testing methods with no modifications, slow learners generally fail . . . . However, if students can understand test questions and are not required to use unfamiliar tools in responding to them, a fair assessment of achievement can be obtained. Evaluators must devise tests which require limited reading and writing skills [Fenton, p. 67].

Eighteen tests are provided in the curriculum package, each covering one chapter in the text. Tests measuring cognitive skills contain exercises similar to student activities during class discussion. Listening, viewing, and reading skills are evaluated by having students describe and interpret pictures, charts, maps, and recordings.

Although most of the written test questions cover cognitive skills, the developers have outlined in the rationale book various means to evaluate students' affective development. Such techniques are analyzing classroom dialogue; checking workbooks; and interviewing students, counselors, and parents. The developers state, "None of these techniques provides completely reliable data about student attitudes. Yet, each of them can provide valuable clues to achievement in this vital affective area of development" [Fenton, p. 68].

3.4 Out-of-class preparation.

Teacher. Before each class, the teacher reviews the day's lesson plan, reads the student materials, and prepares for any audiovisual presentation suggested. He should learn the questions to be used during the lesson, not read them from his manual during class discussion. He should review lesson objectives for application to class activities and for purposes of evaluating the students' educational progress.

Student. No outside preparation is required. Lessons allow for in-class readings, discussion, and other activities.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The materials are designed for a homogeneous group of slow learners in a traditional classroom setting. The most suitable arrangement is one which provides adequate space for skits, for dividing the class into discussion groups, and for housing the necessary materials and audiovisual equipment.

4.2 Student prerequisites.

According to the developers, the materials were written for the "slow learning, eighth-grade student who is between the ages of 13 and 16, reading between fourth- and seventh-grade levels, and has a 'true' I.Q. between 75 and 90" [Fenton, p. 12].

4.3 Teacher prerequisites and training.

The developers state that:

> . . . a successful teacher must learn to accept and work with children who express their alienation from school and society by aggressive and destructive behavior . . . . Although he must understand his students' personal and social problems, he should not condone their misbehavior . . . . He must set clearly defined limits and enforce them firmly and with kindness [Fenton, p. 88].

A sympathetic attitude toward the student is the only criterion for teaching which the developers stress.

4.5 Cost of equipment, materials, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Student text	1 per student	Holt	$5.22	Reusable
Student workbook	1 per student	Holt	$2.31	Replaced after every use
Tests	1 set per student or teacher	Holt	$ .72/set*	Replaced after every use
Teacher's guide	1 per teacher	Holt	$2.61	Reusable
Audiovisual kit (rationale book included)	1 per classroom or teacher	Holt	$141.00	Reusable
Rationale book (if purchased separately)	1 per teacher	Holt	$2.91	Reusable

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*Tests can be duplicated by the school.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The Americans was designed to meet the need for a curriculum which would help junior high slow learners meet six specific problems:

1. Poor self-concept.
2. Poor attitude toward learning. The student feels that promised future occupational rewards through high academic achievement are beyond his reach. Therefore, he does not attempt to conceive of himself vocationally, nor reach for such goals through the process of education.
3. Unclarified value system. The student lives in the immediate present. He expresses fear or mistrust of the future, and these feelings interfere with his learning to participate in community life.
4. Limited study skills. The student is deficient in school "know-how." He has failed to master those subtle techniques indirectly learned, such as facility in asking questions, effective study habits, and productive relations with the teacher.
5. Deficient inquiry skills. The student is unable to identify problems and approach them in a systematic rational way.
6. Inadequate stock of knowledge. The student is unable to retain information or develop the ability to grasp abstractions [Fenton, pp. 10-21].

5.2 Program development.

In September 1967, eight candidates for the doctoral degree in history at Carnegie-Mellon University enrolled in a year-long dissertation seminar under Edwin Fenton, director of the university's Social Studies Curriculum Center. During the 1967-68 school year, these students did extensive research into the problems of slow learners and wrote a detailed rationale for a social studies curriculum for slow learners. Four of the eight taught slow learners in the Pittsburgh public schools during that year and tried out prototype materials with their classes.

During the summer of 1968, the eight wrote a draft version of a social studies course for junior high school slow learners, including an audiovisual kit, a workbook, a teacher's manual, and student evaluation materials. These materials were field tested in 1968-69. Edwin Fenton and Allan Kownslar revised the materials before publication in 1969.

5.3 Developers' evaluation.

During the 1968-69 school year, the materials were tested in five Pittsburgh schools and in Vermont, New Jersey, and Connecticut. The developers gathered extensive subjective commentaries about the materials from each teacher who participated. No formal evaluation was ever undertaken.

5.4 Results of evaluation.

At the present time, no data are available which show how well the program worked with slow learners.

5.5 Independent analysis of the program.

Two independent reviews of the program have been published, both in the journal *Social Education.* The first review, written by Derwyn F. McElroy, appears in the December 1971 edition of *Social Education.* Mr. McElroy calls the program "impressive, well conceived, and well organized" [McElroy, p. 920] but criticizes three elements of the course: the teacher's manual; the authors' notion of value clarification; and certain distortions in historical content.

McElroy believes the directions in the teacher's manual are not specific enough for successful implementation. He finds them lacking in explanations of concept formulation and hypothesis formulation. In terms of value clarification, McElroy raises the question of the authors' attempt to inculcate values. He found the coverage of certain historical events such as Vietnam and the Dominican intervention oversimplified (McElroy, pp. 921-923).

The second review, written by the Social Science Education Consortium, was published in the November 1972 edition of the journal. In general, the review coincides with this report.

5.6 Project funding.

Funding was supplied by the U.S. Department of Health, Education, and Welfare, the Social Studies Curriculum Center, Carnegie-Mellon University and the American Heritage Publishing Company.

5.7 Project staff.

The developers of *The Americans* are: Edwin Fenton, general editor, Social Studies Curriculum Center; Allan O. Kownslar, managing editor and author; Sam K. Bryan, Ivan L. Jirak, Duane B. Campbell, John E. Fleckenstein, E. C. Foster, Velvelyn Blackwell, and Anthony N. Penna.

5.8 Present status.

The Social Studies Curriculum Center has also written a program entitled *Living in Urban America,* a one-year course for the ninth-grade slow learner. The course is scheduled to be published in 1973 by Holt, Rinehart and Winston, Inc.

Rationale and objectives are similar to *The Americans*. *Living in Urban America* examines urban life with a multidisciplinary approach. Concepts from political science, economics, geography, sociology, and history are introduced to help students examine specific aspects of urban society such as housing, public safety, transportation, welfare, and municipal government.

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Fenton, E. and Kownslar, A. *The Americans: A History of the United States Teacher's Manual.* New York: American Heritage Publishing Company, Inc., 1969.

The Amherst Project

Prepared by:

Sandra G. Crosby
Vicki Ertle

INTRODUCTION

The Amherst Project, a series of 13 short units for American history and social science classes, is based on the authors' conviction that history is a way of using the past to understand the present. The materials do not present endless facts; rather they cite historical evidence for students to use in examining such "universal questions" as the relationships between authority and liberty, the uses and limits of power, or individual rights versus the need for law and order. A topic related to American history, American government, social problems, or international relations forms the content base of the units.

Although an inquiry approach to learning is emphasized, no specific teaching strategies are prescribed as the developers believe there is no "right" way of using the units. A detailed teacher guide is provided for each unit listing the unit's rationale, major questions to be raised in discussions, and suggested uses for the materials.

BASIC INFORMATION

Program name:
The Amherst Project

Format:
Thirteen two-to-four-week paperbound units for American history and social science courses.

Uniqueness:
An open-ended inquiry approach leading students to draw conclusions on universal aspects of human behavior.

Content:
American history and the American experience, including government, social problems, and international relations.

Suggested use:
All units may be used independently in courses based on a variety of materials, or together as a one-year course.

Target audience:
Students of average and above-average abilities in the higher secondary grades.

Aids for teachers:
Teacher manuals for each unit explain unit rationale, content, and structure, and list major questions to be raised and suggested uses.

Availability:
All units are available.

Developers:
Richard H. Brown/Director, The Amherst Project, Newberry Library,
60 West Walton Street, Chicago, Illinois 60610.

Publisher:
Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park,
California 94025.

GOALS AND OBJECTIVES

1.1 Long-range goals.

According to Richard Brown, director of the Amherst Project,

> Within the Project's framework...the hope is that the student, in trying to explain for himself why particular human beings acted as they did in particular situations, will deepen his own understanding of what it is to be human, that he will come to appreciate man's necessity to act in the midst of uncertainty, to grapple with the moral dimensions of man's behavior, and to comprehend more fully the nobility and frailty of the human condition [Brown and Traverso, p. 4].

1.2 Terminal objectives.

A major goal of the project is to teach students to examine carefully the evidence in any given situation, to ask questions and be a scholar, to deal with original evidence, and to draw their own conclusions.

1.3 Detailed objectives.

Broad educational objectives are stated for each of the 13 student units. These are typical:

> The student analyzes and evaluates the evidence and decides whether or not Gideon had a right to a lawyer at his trial.
>
> The student uses the evidence to determine the source of rights and reflects upon his evaluation of the Gideon case in terms of his conclusions.

CONTENT AND MATERIALS

2.1 Content focus.

American history and the American experience are the primary concerns of the units, with considerable attention also given to American government, social problems, and international relations. Each unit is structured around a topic of universal concern--the role of values and social myths, the uses and limits of power, decision making, and individual rights versus the need for law and order, among others. Some units are tied to a specific incident, others to a period in history.

2.2 Content and organization of the units.

The 13 two-to-four-week units vary in length from 50 to 100 pages. Each unit is an independent module which may be used as an individual supplement to an existing course or combined with the other 12. The authors consider the units "laboratory materials," to be used as need and interest warrant.

The study material or "evidence" of each unit consists of newspaper and magazine articles, personal letters, literary selections, cartoons, and charts and maps. Each unit begins with evidence chosen to "hook" students' interest on the universal question of the unit. Subsequent blocks of evidence provide additional data to analyze and evaluate.

Below are brief summaries of the content of the 13 units:

1. "Freedom and Authority in Puritan New England" discusses different life styles as examples of the Puritan conflict between the desire for freedom and the need for social order. The sensual, capitalistic Thomas Morton of Merry Mount is contrasted to the ascetic Roger Williams of Salem and Providence.

2. "What Happened on Lexington Green: An Inquiry into the Nature and Methods of History." The Battle of Lexington Green is presented as a case study on the reliability of eye-witness testimony, illustrating how historians discover the truth about past events. Recommended as the first unit.

3. "Collective Security in the 1930's: The Failure of Men or the Failure of a Principle." Letters, memos, speeches, and transcripts of telephone conversations and debates help students formulate a theory of collective security. The charter of the League of Nations, the relationship between the League and the U.S., and two crises, the Manchurian Crisis of 1931-33 and the Ethiopian Crisis of 1935-36 are explored.

4. "Communism in America: Liberty and Security in Conflict." The dilemma between the guarantees of individual liberty and the requirements of national security are examined, with special treatment given to the American Communist Party in the 1920's and the McCarthy era.

5. "Hiroshima: A Study In Science, Politics, and the Ethics of War." A case study of the decision to drop the atomic bomb on Hiroshima; students are asked to examine the political, military, scientific,

human, and moral factors that influenced the decision to use the bomb.

6. "Korea and the Limits of Limited War." A case study on limited warfare, as represented by the Korean War. Insights gained from the case study are applied to the situation in Vietnam.

7. "Thomas Jefferson, the Embargo, the Decision for Peace" looks at Jefferson's policy-making and presidential leadership as he dealt with the Chesapeake crisis of 1807 and the resulting Embargo.

8. "Conscience and the Law: The Uses and Limits of Civil Disobedience" considers the philosophical bases of civil disobedience, its practical consequences, and law-breaking as a means of causing social change. Martin Luther King and George Wallace serve as modern examples.

9. "Lincoln and Slavery: Ideals and the Politics of Change." A case study of Lincoln's handling of the slavery issue demonstrates the relationship of ideals to expediency and the human side of political decisions.

10. "Imperialism and the Dilemma of Power." European imperialism at the end of the nineteenth century and study of the American imperialistic course of the early twentieth century are examined through the writings and speeches of both imperialists and anti-imperialists.

11. "God and Government: The Uneasy Separation of Church and State." The relationship between church and state is examined by studying the constitutional framework, the Catholic dilemma, and the question of federal aid for parochial schools.

12. "The Rights of Americans: The Changing Balance of Liberty." Documents related to criminal procedure are used to explore the relationship between personal rights and law and order.

13. "The Western Hero: A Study in Myth and American Values." The conflicting ideas about the American West, considering the nature and role of social myths are studied through excerpts from early and recent writings.

2.3 Materials provided.

Student materials. Student units are available in either loose-leaf or paperbound, perforated format. The loose-leaf version is offered to encourage the insertion of additional evidence or the deletion of material considered too difficult for given students.

Teacher materials. Teacher manuals for every unit provide an explanation of the unit rationale, major questions to be raised in discussions, suggested uses, and short explanations of the unit's content and structure. No particular teaching strategies are prescribed in keeping with the authors' belief that teachers must use the materials as they feel appropriate. *A Guide to the Amherst Approach to Inquiry Learning*, by Richard Brown and Edmund Traverso, answers questions about the materials and suggests ways in which the materials can be put together to make up complete courses or parts of courses.

2.4 Materials not provided.

No unit tests are provided. Books and films recommended for additional investigation must be secured separately.

CLASSROOM STRATEGY

3.1 Teaching-learning strategy.

The authors of the Amherst materials subscribe to the inquiry approach to learning, that is, the student should act as a scholar-inquirer, testing the validity of judgments in light of available evidence. No specific teaching strategies are prescribed and the developers state that there are no "right" ways of using the units. They merely identify four elements which they believe must be present for real inquiry to take place: (a) curiosity; (b) motivation to indulge that curiosity; (c) a focus or application of that curiosity, such as a hypothesis; and (d) the total experience the learner brings to the exercise. Experience here means the sum of all that has happened to the student, what he feels and what he communicates. *The Amherst Project* authors believe this experience governs what each student learns, and will naturally be different for each student.

The Amherst units are based on a "posthole" approach: students are invited to complete in-depth investigations of topics and events, thereby engaging in three basic processes--asking questions, making hypotheses and refining them in light of additional evidence, thus perceiving the limits of their generalizations.

3.2 Typical lesson.

To foster the four elements considered crucial to inquiry, the author here provides open-ended questions that invite the students to make their own judgments and draw their own conclusions. Because the authors regard inquiry as a view of how students learn rather than of how teachers should instruct, the teacher's manuals only suggest and do not specify how the units should be used. For this reason there is no such thing as a "typical" lesson; lessons will vary accordingly to teachers' needs and styles as well as student abilities and interests.

The units are introduced by readings which generate the appropriate "universal question" or a line of inquiry which is reshaped or refocused throughout the unit as new evidence is introduced. For example, the Hiroshima unit begins with descriptions of the day the bomb was dropped written by Japanese students, followed by samples of writings by both Japanese and American politicians and scientists. Students must decide the ultimate question of whether or not dropping the bomb was justified on the basis of these pieces of evidence.

Students read, formulate hypotheses, discuss, analyze, generalize, and question. Debates, seminars, and group discussions are used frequently. Maximum class participation is advised for all activities.

In preparing for lessons, teachers should consider the ways in which historical evidence can be related to other evidence that students can call upon from their own lives and experience, and how the two kinds of evidence together can help students answer the "universal questions" posed in the units. The authors thus admit that traditional teacher roles may be altered, from overseeing students' mastery of concepts to guiding their ability to use evidence and make judgments.

3.3 Evaluation of students.

The developers do not provide written tests and believe the ways of testing and measuring student growth will vary with the different objectives teachers have for the materials. They suggest using essay questions, papers, or written exercises as means of evaluating student progress.

3.4 Out-of-class preparation.

Teacher. Typically, teachers will prepare a series of questions and activities around the basic question of the unit. The teacher's manuals offer some assistance, but for the most part, lesson preparation is left to each teacher. In addition, teachers should be very familiar with the evidence presented in the units.

Student. The authors prescribe nothing specific; to prepare for a lesson students would presumably be asked to read the documentary material before class.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities or arrangements are required.

4.2 Student prerequisites.

The Amherst authors state that students need no special background to work with the course materials. They have discovered that the units are most suited to students who read at or above high school level, although some poor readers have used them successfully. The authors suggest that more difficult readings be deleted or supplemented with tape recordings of the documents.

Most of the units show a twelfth-grade reading difficulty level, based on the Dale-Chall formula.

4.3 Teacher prerequisites and training.

No special educational background or experience is required to teach the Amherst units. However, certain skills, characteristics, and attitudes appear to be related to success with the course. Teachers should endorse the inquiry approach and student-initiated learning rather than the didactic or expository approach to teaching subject matter.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
13 student texts	1 each per student	Addison-Wesley	$ .99 ea., both versions	Reusable for approx. 3 years
13 teacher's manuals	1 per teacher	Addison-Wesley	$ .48 ea.	Reusable

4.5 Community relations.

The developers expect that introducing this program in the schools will be no different than introducing any other new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The staff of *The Amherst Project* believe that history is too often presented to students as a series of facts that bear little relation to their lives and contribute little to the growth and maturation of their intellect. They claim that the study of American history is often dreary and repetitious, whereas it should be a way of confronting and learning from reality, in which the central purpose is "the personal and moral development of human beings, not the memorizing of irrelevant 'knowledge'" [Brown and Traverso, p. 4]. They go on to state,

> The subjects of the units are chosen not for their own sake, but with a view to their usability to pose universal questions of human relationships, pertinent as such to the lives of students. Within this framework, the materials over and over again invite the student to discover for himself paradox and irony, to confront dilemma, to see that not all problems are solvable, and to appreciate the nature and uses of value judgments, while practicing making them [Brown and Traverso, p. 4].

5.2 Program development.

The Amherst units go through these stages of development: (a) initial proposal for the development of a unit is submitted by a prospective writer (usually a high school teacher); (b) if the proposal is accepted, the author is invited to Amherst Project headquarters for a six-week summer writing workshop, he prepares the manuscript and submits it to the project staff for examination; (c) if the manuscript is accepted, the writer prepares a teacher's manual.

Each unit is tried out in approximately 30 classrooms throughout the United States. Trial teachers keep logs of their experiences and provide specific suggestions for revisions. In addition, Amherst field representatives visit the trial classes to observe. The observations are used as a basis for evaluating the teachers' written evaluations of the units.

After the unit has been tested in this manner and judged effective and ready for schools, it is edited and prepared for publication.

5.3 Developer's evaluation.

All published units have been field tested. The selection of trial schools and teachers tends to be based on the geographical proximity to regional Amherst representatives; most units have been tested in the urban areas of the New England-New York area, the greater Chicago area, and the San Francisco Bay area.

In addition to the daily teacher logs and teacher evaluations, some pre- and post-unit tests, developed by psychologists at Amherst College, have been used in an attempt to determine students' mastery of major ideas and concepts.

5.4 Results of evaluation.

The Amherst staff assess units in terms of the evaluative comments of the teachers and the reports from the field observers. No published conclusions are available as the project does not have the money to compile detailed reports on their findings. The staff suggest, however, that the increasing demand for the materials gives some evidence of their effectiveness.

5.5 Independent analyses of the program.

Two independent analyses of the Amherst materials have been published. The first, published in the April 1970 issue of *Social Education*, generally concurs with the information presented in this report. The reviewer expresses the opinion, however, that the program "is history as teachers wish it could be taught rather than as it can be taught in anything like an average classroom situation" [Sanders and Tanck, p. 417], referring to the length of some of the readings which he felt were appropriate for college-bound students only.

The second review in the November, 1972 issue of *Social Education* offered these observations:

> The teacher of these units needs to have motivation, creativity, and an excellent background in American history and historiography in order to be most effective in presenting the materials, since few teaching strategies are described...The teacher needs to ascertain students' backgrounds in prior course work, reading ability, and study habits, as no variation is provided within the units to serve diversity. Students who lack background in American history might need supplementary materials to fully understand the issues involved [Social Science Education Consortium, p. 724].

5.6 Project funding.

Initial work on *The Amherst Project* was supported by grants from the Merrill Trust and the Wemyss Foundation of Wilmington, Delaware. The U. S. Office of Education has also financed Amherst Project work. Currently the project is a non-profit organization receiving no government funds.

5.7 Project staff.

Richard H. Brown, Director; Tom Newman, Assistant Director; and Gary Baker, Staff Associate and Director of Development and Social Studies Supervisor, are assisted by numerous staff members.

5.8 Present status.

No more units are scheduled for publication.

New projects. The Amherst staff is currently working on a book entitled *A Study of the Doing of History*, to be used as the core of a course, supplemented with the Amherst units. The book will focus on five areas: (a) the nature of data; (b) methodology; (c) time; (d) problems of perspective such as culture; and (e) problems dealing with purpose. The book is expected to be published in 1974, probably by Addison-Wesley.

REFERENCES

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Sanders, N. M. and Tanck, M. L. A critical appraisal of 26 national social studies projects. *Social Education.* 1970, 34 (4).

Social Science Education Consortium. Evaluation of curricular projects, programs, and materials. *Social Education.* 1972, 36 (7).

Analysis of Public Issues

Prepared by:

Sandra G. Crosby
Vicki Ertle

INTRODUCTION

The *Analysis of Public Issues* was developed by the Utah State University Social Studies Project, co-directed by James P. Shaver and A. Guy Larkins. The basic program is a one-semester secondary-level course in contemporary problems in American government. Supplementary booklets may be used to expand the course to a full year.

The authors believe that public issues are basically ethical--that is, questions about right and wrong. Thus the program emphasizes value clarification along with analytical thinking.

Course materials are divided into flexible units of study of varying lengths, called "bundles," presented in an instructor's manual. There are 32 bundles, each dealing with a concept such as language problems, or ways people deal with inconsistencies in their beliefs and actions. A student text illustrates these concepts with articles and excerpts from sources such as newspapers, news magazines, and Congressional hearings. In addition, fictionalized case studies presented by the teacher illuminate issues such as civil liberties. The supplementary student booklets extend the range of topics to other controversial topics, such as pollution, the plight of the American Indian, women's rights. Filmstrips and transparencies are available.

BASIC INFORMATION

Program name:
The *Analysis of Public Issues*

Format:
Student text containing readings; an instructor's manual containing 32 "bundles" or units of study; an audiovisual kit containing filmstrips and tapes; duplicating masters containing tests, worksheets, and handouts; and booklets dealing with specific subjects such as pollution.

Uniqueness:
Encouraging students to think analytically and ethically about social and political problems facing Americans today, by examining contemporary materials--case studies, newspaper accounts and cartoons, etc.--in text and audiovisual form, and through group discussions.

Content:
Discussion and decision making about public issues such as race relations, students' rights, environmental pollution, war, poverty.

Suggested use:
The instructor's manual and student text provide material for a one-semester course in U.S. government. With the addition of the topical booklets and all the audiovisual material, the course can be expanded to one year.

Target audience:
Students of all abilities at any secondary level.

Aids for teachers:
A detailed instructor's manual provides explanation of the program, teaching suggestions, reproductions of the audiovisuals, student text, tests, and handouts, and lists of supplementary readings and films. In addition there is a kit of audiovisuals.

Availability:
All materials are available; some additional supplementary booklets are in preparation.

Developers:
James P. Shaver and A. Guy Larkins/Co-directors, Utah State University Social Studies Project, Utah State University, Logan, Utah 84321.

Publisher:
Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The developers of the *Analysis of Public Issues* (API) intend to prepare students to make rational and ethical decisions about the problems facing Americans. Public issues are defined as basically ethical issues--or questions of right and wrong.

The course is designed to teach students to analyze controversial public issues. The point is not for students to arrive at any particular "right" answer to the current problems which the course poses, but to make them understand why people disagree and to give them practice in gathering information and assessing the impact of opinions and values on political decisions.

1.2 Terminal objectives.

Students using the API program should be able to comprehend and apply a set of concepts that the developers have identified as necessary to the analysis of public issues. This involves learning and interpreting the concepts as they are presented, analyzing issues in terms of the concepts, and synthesizing and evaluating the issues in terms of the framework presented in the Outline of Concepts (see section 2.1 Content Focus for discussion of Outline of Concepts).

1.3 Detailed objectives.

The concepts have been translated for the teacher into "behaviorally-oriented" objectives. The program is divided into sets of materials called "bundles," which vary in length of teaching time. Each bundle contains a section listing the objectives for that particular group of materials, as illustrated by the following example:

> Bundle 16 (dealing with the problem of language, stereotypes, and emotively loaded words): If given the name of a group of people--Europeans or blacks, for instance--and asked to explain in what ways they are like, the students' responses should indicate an awareness of the difficulty of saying anything that would apply to every member of the group.
>
> During discussion, the student should ask for greater specificity if class names or stereotypes are used in such a way as to obscure claims which are important to the discussion.

For instance, if it is claimed that a person is a socialist, it might be important to determine what sort of socialism that person believes in.

If claims are made concerning the beliefs or actions of individuals or groups of individuals, the student should ask whether the claim takes into account the diversity within groups and the fact that people change over time.

CONTENT AND MATERIALS

2.1 Content focus.

The program materials focus on decisions about controversial problems which persist in society. As stated earlier, these are considered both political and ethical in nature because they involve questions of right and wrong in a political context.

The authors have identified a set of analytic concepts they consider useful in dealing with public issues. These concepts are presented in an Outline of Concepts, which is the program's framework of ideas. Some of the concepts in the Outline include: inconsistency among beliefs, the nature of language and language problems, and ways of dealing with value conflicts.

The concepts are related to such perennially controversial issues as racial discrimination, civil liberties, conscience, war, and violence. The authors relate these issues to the lives of students today. Readings include excerpts from newspapers, news magazines, books, hearings, trials, and the Congressional Record and are intended to cast light on the critical public and private issues causing political conflict in the 1970's.

2.2 Content and organization of the program.

The concepts of the Outline are distributed among 32 "bundles," or teaching units. Each bundle consists of six parts: (a) a statement of the concept the bundle teaches; (b) a note to the teacher that explains how the concepts fit into the course framework; (c) the statement of objectives for the bundle; (d) a list of materials needed; (e) a list of equipment needed; and (f) teaching suggestions, including a sequenced lesson plan, discussion questions, and homework assignments.

All together the bundles provide a semester course in contemporary problems of American government, or a supplement to U.S. history courses.

There are three distinct emphases: bundles 1-8 focus on problems arising from people's perceptual set and frame of reference; bundles 9-17 concentrate on the general nature and problems of language; and bundles 18-31 deal with disagreements over definitions, facts, and values. The last bundle, number 32, is designed to tie together the concepts and processes of the other bundles. It is concerned with qualified decisions about public issues.

Below are brief descriptions of the content of one bundle from each of the groups specified above:

Bundle 7 (perceptual set). Here students deal with the concept that people's need for orderliness affects their understanding and consideration of public issues. Excerpts from various sources show students that each person has a frame of reference of what the world is, could be, or should be, and that this frame of reference determines how he thinks and acts. In addition to the excerpts printed in the student text, this bundle calls for the teacher to use several transparencies in class activities.

Bundle 16 (language). Students examine the ways that one's thinking is influenced by language. Numerous readings and transparencies are used to analyze the benefits and dangers of general terms and the use of stereotypes. Exercises teach students to determine whether statements about individuals' or groups' beliefs and actions reflect the diversity within a group and the changeability of human nature.

Bundle 27 (facts and values). Students learn that classifying and choosing between value commitments is a major problem when analyzing public issues. Readings and transparencies give students practice in handling value disputes. For instance, one reading is "Boost and Cheer the Winner," in which the late football coach Vince Lombardi explains his philosophy of winning. Students discuss the values expressed by Lombardi and then examine the conflict between winning and compromise, courage and compassion, and determination and empathy. The bundle is designed to show students that social values are flexible, rather than absolute, standards.

In the field test of the program materials the authors found that students needed additional opportunities to discuss public issues and to see the relevance of the concepts being stressed. For this reason three "Interludes" or case studies are included among the bundles. Interlude A deals with three basic areas of race relations--housing, employment, and education. Interlude B is concerned with civil liberties issues. Interlude C deals with conscience, war, and violence. The cases are short fictionalized accounts based on real events. Discussion plans accompany each Interlude.

A series of Problems Booklets deals with problems facing American society today: pollution, women's rights, American Indians, the role of police, and students' rights.

2.3 Materials provided.

Student materials. Student materials consist of the student text, class handouts, filmstrips and tape, homework assignments, and objective tests. The text, *Decision-Making in a Democracy* contains most of the required readings and provides an overview of the concepts taught in the program. A cross-index in the teacher's manual helps teachers correlate chapter reading assignments with the bundles.

The student text is supported by an Audiovisual Kit containing three sound filmstrips, a set of 49 overhead visuals, and a tape cassette. It can be supplemented by the Problems Booklets.

Teacher materials. An instructor's manual, 419 pages long, describes each concept in the Outline, explains the purpose, objectives, materials and equipment of each bundle, and provides suggested lesson plans for all 32 bundles. The student text is reproduced in this manual, along with the visual materials, scripts, assignments, and tests. It is possible to teach the course without the Problems Booklets, the Audiovisual Kit, and the duplicating masters, which contain handouts, homework assignments, and student tests.

2.4 Materials not provided.

The developers recommend two films, some supplementary reading, and various news clippings which the teacher or students will have to provide. Ordering instructions for the films are provided.

CLASSROOM ACTIVITIES

3.1 Teaching-learning strategy.

The API authors do not endorse any one particular teaching method. The program materials emphasize three teaching styles: Socratic dialogue, recitation, and seminar discussion of the case studies. Also, teachers are encouraged to use whatever strategies they find most effective as long as the students are actively involved and discussion flows freely.

Films, sound filmstrips, simulations, and exposition are used to create life-like dilemmas. Activities range from both large and small group discussions to individual writing and reading.

3.2 Typical lesson.

Activities vary from bundle to bundle. In most cases, however, the teacher introduces the concepts in one of two ways: (a) he may discuss the relationship of the new concept to ones previously studied, or (b) he may confront the students directly with examples of the concept, through the use of slides, transparencies or staged classroom incidents.

After introducing the concept, class discussions are used to clarify it. Teachers are free to use whatever style of discussion-leading they feel works best with their students.

The following activities are used to teach Bundle 7, which focuses on the concept that people have a general need for orderliness that affects their understanding and consideration of public issues.

Students are to learn that while individuals strive toward consistency, their beliefs, values, and actions are often inconsistent. When they recognize this they become uneasy. The purpose of the bundle is to make students aware of their reactions to contradictory beliefs, to demonstrate kinds of situations where they will face inconsistency, to show the psychological means used to reduce the discomfort of inconsistencies, and to show pupils how inconsistency may be handled in a rational manner.

The teacher introduces the concept by giving students a handout which compares the students' high school with a rival school (teachers fill in the blanks of a hypothetical case study with the respective names). In the mock sociological study, the rival school is found to have better dressed students, more sportsmanlike athletes, and more courteous pupils. After reading the "report," students are given five minutes to write their reactions. When they are finished, they discuss their reactions to the negative information. The teacher asks questions such as, "Did the report make you feel good and happy, or did it upset you?". Students follow this same procedure with a reading "Red China," and again the purpose is to bring out the feelings caused by negative information.

Students then read two short articles illustrating the negative and positive elements of decisions. One of these articles, by an Arizona Representative, demonstrates that sometimes there is a conflict between what one generally believes to be good and what one believes should be done in a particular situation. In this case the Representative discusses the thin line between the federal spending he favors and that which he disapproves.

Students discuss conflicts such as these and then are shown the transparency, "How Do People Handle Inconsistencies Among Their Beliefs, Values, and Actions?" This transparency mentions four methods of reducing discomfort due to inconsistency: (a) avoiding the inconsistency entirely; (b) compartmentalization, or not admitting the relevance of the contradictory knowledge; (c) reducing the importance; and (d) rationally weighing the reasons for the inconsistency and then either accepting it or changing it. After reading four cartoons illustrating the first three psychological means of handling inconsistencies, students should see that rational means are more desirable.

A second transparency lists three steps in the rational handling of inconsistency: (a) determine what the positive and negative factors are; (b) weigh them carefully, taking into account the negative factors; and (c) make a decision based on either accepting the inconsistency and recognizing that you are inconsistent, or changing the belief, value or action that is in conflict so that consistency will result (Shaver and Larkins, p. 53).

The teacher next explains that handling decisions rationally is desirable because the decision is more likely to be in touch with reality and help one to deal with the real world. Four readings are then assigned as homework. The last two readings are "Today I Killed My Best Friend" (concerned with mercy killings) and "Teen-Age Drivers . . .Should They Be Slowed Down?" (should anti-speed governors be placed on teenage drivers cars?). These are accompanied by worksheets students complete. Each worksheet asks students to answer questions such as, "What is your reaction to the article? Does it arouse negative or positive feelings? That is, does anything said in the article conflict with or support your beliefs and desires?" After the worksheets are completed, the teacher concludes the lesson by discussing the articles and the homework assignments.

3.3 Evaluation of students.

Nine objective tests, one for each bundle, are provided. The developers also recommend teachers use essay tests to emphasize the application of the concepts. A few suggestions for such tests are provided in the instructor's manual, but for the most part, teachers will have to develop their own.

3.4 Out-of-class preparation.

Teacher. The developers provide lengthy teaching suggestions for each bundle. From these the teacher must construct daily plans, although in some cases the suggestions themselves are thorough enough to serve as lesson plans. Teachers must also review all materials in the student text to determine their teaching approach and to prepare for class discussions. In addition, teachers will have to secure the suggested supplementary readings and films.

Student. Homework assignments are included in most bundles and are intended to give students practice in using the concepts while at the same time providing a form of review for the teacher. The assignments vary from reading articles and then analyzing the author's assumptions, to collecting newspaper clippings which illustrate the concepts being studied.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

Moveable furniture would be desirable for dividing the class into small discussion groups. Essential equipment includes an overhead projector, 35mm slide projector, 16mm film projector, screen, tape recorder, and duplicating equipment.

4.2 Student prerequisites.

Students need no special educational background in order to use the materials successfully. Originally designed for average to above-average students in grades eleven and twelve, the material was revised to be used at any secondary level.

The Dale-Chall formula was used to determine the readability of the materials and results indicated a tenth-grade reading level. The quantity of reading material, however, is very small.

4.3 Teacher prerequisites and training.

Teachers need no special subject area background and no inservice training is suggested or provided by the API developers. Careful reading of the program materials should adequately prepare teachers. Teachers must be able to lead discussions using the recommended discussion styles: Socratic, seminar, and recitation.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students:				
Student Text	1 per student	Houghton Mifflin	$4.80	Reusable
Audiovisual Kit	1 per class/school	Houghton Mifflin	$64.50	Reusable
Duplicating Masters	1 per class/school	Houghton Mifflin	$27.00	Reusuable
Teacher:				
Instructor's Manual	1 per teacher	Houghton Mifflin	$8.97	Reusable

Recommended Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Problems Booklets (5 titles available)	1 per student	Houghton Mifflin	$1.65 ea.	Reusable

4.5 Community relations.

Some communities may find some of the issues discussed in the program controversial. For this reason both teachers and administrators should understand and support the program goals.

PROGRAM DEVELOPMENT AND RATIONALE

5.1 Rationale.

The Analysis of Public **Issues** was developed from the Utah State University Curriculum Focused on Thinking Reflectively About Public Issues. The authors state that their development work was designed to help remedy the following three causes of frustration for social studies teachers:

1. The scarcity of models of critical thinking to serve as a basis for instruction about public issues.

2. The inadequacy of the models which are available.

3. The lack of adequate materials and techniques for teaching critical thinking (Shaver and Larkins, p. vii).

The API developers believe that few programs aiming to teach critical thinking have been focused on controversial public issues. They see other programs as concentrating on propaganda analysis and scientific method only and neglecting the area of value conflicts. Thus the API program was developed to make values clarification and analysis a major part of the curriculum.

5.2 Program development.

The development of the program followed these cycles: (a) identification of concepts to be included in the Outline of Concepts; (b) critique of the Outline by consultants; (c) writing of student and teacher materials; (d) pilot testing and evaluation; (e) revision based on pilot testing; (f) additional testing of revised materials; (g) preparation of final report; and (h) commercial publication.

Preliminary work on the program was done at Harvard University, where James Shaver worked with Donald W. Oliver on the development of the Harvard Social Studies Project (see *Public Issues Series* report in this volume).

Materials were pilot tested during the 1967-68 school year, revised, and then retested in 1968-69.

5.3 Developer's evaluation.

Materials were evaluated twice. The first field test was carried out at Roy High School, serving a middle-class, rural-suburban community in Weber County, Utah. Two hundred and twelve eleventh-grade students were placed in four groups--two taught by local teachers and two taught by Project staff. There was no control group involved.

Reasoning that evaluation of the Harvard materials had proven that the API approach was valid, the evaluation was concerned with studying the relationship between teaching style and student personality.

Evaluation techniques fell into five categories: (a) scoring taped students' discussion to see the effects of the Socratic, seminar, and recitation styles; (b) tests designed to measure students' discussion skills and social studies knowledge; (c) students' written evaluation of the program; (d) scoring student answers to discussion questions; and (e) personality tests used to group students by personality characteristics.

The second field test was conducted at Sky View High School in Cache County, Utah. Teaching was conducted by two regular Sky View teachers and one project member.

5.4 Results of evaluation.

Data is available on the first field trial only. Because the API staff did not set out to test the effectiveness of their program in teaching analytic skills, the evaluation results will be discussed only briefly. Basically, the results indicated a low correlation between personality measure and measures of learning, a low correlation between teaching style and the learning of analytic concepts, and few indications of teaching style/student personality interactions (Adelson and Crosby, p. 47).

Project staff state that they consider these results inconclusive and believe that different research designs might show the relative effects of teaching styles.

5.5 Independent analyses of the program.

A review of the program, appearing in the November 1972 issue of the journal *Social Education*, comments:

> The materials are ideally suited to facilitate attainment of the objectives of the NCSS (National Center for the Social Studies) Social Studies Curriculum Guidelines, especially in the area of student participation in decision-making and valuing.

> The variety of materials and divergence of suggested teaching strategies guarantee program variety and flexibility to the student. The case studies found in the bundles, the interludes, and the booklets are full of incidents taken from daily events in our society [Social Science Education Consortium, p. 771].

5.6 Project funding.

The program was funded by the U.S. Office of Education.

5.7 Project staff.

James P. Shaver and A. Guy Larkins directed the project. Staff who worked on the development of the materials included Michael DuBloois, Lamont Lyons, Roger Rawson, Gary Rheese, and Blaine Sorenson. Many consultants, teachers, and staff personnel assisted in the writing.

5.8 Present status.

A small staff is currently working on producing more Problems Booklets. Projected booklets will include ones dealing with the race riots of the 1960's, American Indians in history, women's rights, and the police and black America.

REFERENCES

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Larkins, A.G. and Shaver, J.P. *Instructor's Manual: The Analysis of Public Issues Program.* Boston: Houghton Mifflin Company, 1973.

Social Science Education Consortium. Evaluation of curriculum projects, programs, and materials. *Social Education*, 1972, 36 (7).

Asian Studies Inquiry Program

Prepared by:

Carol Axelrod
Sandra G. Crosby

INTRODUCTION

The *Asian Studies Inquiry Program* covers specific social, cultural, and political aspects of Asia, past and present. The program, which may be used with any average group of high school students, attempts to make up for the lack of quantity and quality in Asian studies materials.

The program materials include fifteen paperback booklets, each dealing with a different aspect of Asian life and culture. The booklets are organized into three groups of five, called "cluster-packs." All of the materials may be used together or only a few selected booklets may be used, depending on the particular needs of the class.

The program is designed to be used with an inquiry teaching method based on class discussion, with the teacher in the role of co-learner. Discussions are based on material in the booklets. Students are encouraged by the teacher to discuss fully the material in class, using prior knowledge and knowledge acquired from the materials. They are not taught factual information nor are they expected to come up with "right" answers. Instead, they are encouraged to develop new ideas, insights, hypotheses, and generalizations by dealing with challenging intellectual problems. The reading selections, which represent a variety of points of view from the writing of Asian scholars and observers, include excerpts from diaries and journals, chapters from books on Asia, articles from periodicals, historical documents, and first-person accounts by Asian citizens.

BASIC INFORMATION

Program name:
Asian Studies Inquiry Program.

Format:
Fifteen paperback booklets, arranged into groups of five each. Groups are called "cluster-packs."

Uniqueness:
New instructional materials; an inquiry-discussion approach which stresses challenging intellectual problems rather than knowledge of facts.

Content:
Study of the social, cultural, and political aspects of Asia, past and present.

Suggested use:
Supplementary units for use with Asian studies course or with world history and civilization courses.

Target audience:
Average students in grades 9-12.

Length of use:
Approximately four days per booklet; the entire package of 15 booklets can be covered in about 12 weeks.

Aids for teachers:
Teacher's guide, containing overview of program, sample class discussions, and discussion questions, is available for each "cluster" of five booklets.

Availability:
All booklets and teacher's guides are available.

Director/developer:
John U. Michaelis, University of California, Berkeley, Calif. 94720.

Publisher:
Field Educational Publications, Inc., 2400 Hanover Street,
Palo Alto, Calif. 94304.

GOALS AND OBJECTIVES

The developer's goals are discussed in three sections: "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete the program; and "detailed objectives" are those to be achieved from studying each of the program's subdivisions.

1.1 Long-range goals.

The developers expect that students using the *Asian Studies* materials will: (a) gain the ability to view mankind from a variety of new perspectives; (b) broaden their understanding and knowledge of human behavior; (c) gain the ability to appreciate non-Western points of view through comparison, inference, and generalization; and (d) therefore be able to understand better their own culture.

1.2 Terminal objectives.

The developers specify certain skills that students should achieve by the time they complete the course. Some of these program objectives are cognitive in nature, that is, related to thinking or knowledge skills, while others are affective or attitudinal.

Objectives of a cognitive nature are:

1. Acquaintance with the geography, religion, politics, economy, and social institutions of the major Asian civilizations.
2. Understanding of the modernization problems of Asian societies, the current influence of the West on Asia and vice versa.
3. Exploration of methods and means to develop mutual understanding--communicating, co-existing, cooperating--between Asian peoples and the U.S. and other countries.
4. Awareness of and insight into similarities within and among Asian countries, as well as avoidance of oversimplification, overgeneralization, misconception, and stereotype.

Affective objectives are:

1. Awareness of the need to know about non-Western peoples; awareness of the methods of inquiry involved in acquiring such knowledge.
2. Development of "certain positive attitudes towards Asia and towards learning about Asian life."

1.3 Detailed objectives.

The developers have written objectives for each cluster of five booklets, for each individual booklet, and for each reading. These objectives are given in the teacher's manuals (one manual for each cluster). For example, for the cluster entitled Asian Thought, the developers anticipate that by understanding Asian art, literature, and religions, students will gain deeper insight into the concepts and attitudes explicated in the other booklets. The second booklet of that cluster deals with Buddhism. The objectives for that booklet are that, after reading and discussing that unit, students are expected to understand Buddhist beliefs and to see the ways in which they are basic to Asian values.

As an example of lesson objectives, in one booklet students learn about the three varieties of Buddhism--Theravada, Mahayana, and Zen--and their impact on the lives of Asians today. Included in the booklet on Buddhism is a reading entitled "The Four Noble Truths." At the conclusion of the selection is a number of questions that students should be able to answer and discuss. These are:

1. It is often said that Buddhism is a religion of pessimism. Do you agree or disagree with this view?
2. According to Buddha, what are the two ends which man should avoid in his search for the truth? Why should man avoid these ends?
3. Why is the Noble Eightfold Path called the Middle Way?

CONTENT AND MATERIALS

2.1 Content focus.

Because it is virtually impossible to cover all of the Eastern cultures and civilizations in one course, the developers chose to treat only a limited number of themes, any or all of which may be examined in depth in class. The topics covered allow for a multidisciplinary approach; students have the opportunity to explore Asian art, religion, music, literature, geography, history, social structure, and politics. These topics are not studied in isolation, but rather as interrelated facets of Asian life. There is a strong emphasis on comparison between Eastern and Western cultures, a method which maximizes cross-cultural understanding. The student learns about Asian issues and problems in terms of emotions, goals, and motives common to all mankind, in order to gain understanding of himself and others.

2.2 Content and organization of the subdivisions.

Each of the booklets in the three clusters contains 10 to 20 short readings pertaining to the concept or theme of the booklet. Each of the selections is written by an expert in the area covered. A selection may be a chapter from a book, a magazine article, a public document, or an excerpt from a diary or journal.

The three clusters are entitled Asian Thought, Changing Patterns of Asian Life, and Traditional Patterns of Asian Life. The booklets in Cluster I deal with various Eastern religions, including Confucianism, Taoism, and Buddhism; Chinese painting; Chinese popular fiction; and the life and influence of Gandhi. Cluster II covers some political aspects of Eastern civilizations, including relationships with the West (and more specifically with the United States), the rise of Mao Tse-Tung and the Chinese revolution, life in Communist China, and modernization in Japan. The relationship of geographic and sociocultural patterns is explored in Cluster III. These booklets deal with environmental influences, food and survival, relationships between the sexes, the Indian caste system, and cultural patterns of Asian life.

The cluster called Traditional Patterns in Asian Life, for example, includes the following booklets:

Man and His Environment in Asia. The booklet has two sections: one, entitled "Asia's Physical Diversity," talks about various geographical factors including the monsoon in India, the hills and plains areas, the importance of the sea, the dependence on water for land cultivation, and the significance of the Mekong River; the other, "Asian Man and His Environment," tells about an irrigation project near the Yellow River, reclamation of saline flats in China, antagonism between the United States and the Philippines during the Spanish-American War, the efforts of a Taiwan village to control its water supply, and the story of a young man in a South Indian village.

Food and Survival in Asia. There are two sections in this booklet. The first, "The Impact of Hunger and Poverty in Asia," has chapters which discuss famine conditions, the standard of living in Indian villages, the Chinese agricultural communes, and views of poverty in Calcutta, Delhi, and Hong Kong. The second deals with the causes of hunger and poverty in Asia by treating the impact of climate, ignorance of the Indian villager about matters of health and disease, resistance to change found in Indian villages, the tremendous waste that keeps the food supply low in Asia, and the influence of population growth on hunger and poverty, among other topics.

Man and Woman in Asia. This booklet has four sections. The first, "Traditional Marriage Patterns," discusses traditional and modern marital customs in village India, Vietnam, and Japan. "Traditional Roles in the Asian Marriage" deals with aspects of marriage in village India, under Moslem law, and in Japan. "Traditional Roles of the Asian Family" includes readings on the birth of children in traditional Chinese families, the roles of women in traditional China, in-laws in China and Japan, and roles in a Hindu family. "Changing Roles in the Asian Family" deals with the new woman in India, a wife with a career in Ceylon, a Chinese family in Singapore, and college life in Communist China.

The other two booklets in the cluster-pack deal with the Indian caste system and patterns of culture in Asia.

The clusters or the individual booklets may be used in any sequence. Although the booklets require an average of four days to cover thoroughly, teachers may decide to skim some of them and make in-depth studies of others.

2.3 Materials provided.

Student materials. Published student materials consist of 15 booklets which make up the three clusters. Booklets vary from 40-60 pages in length. They contain readings and questions that may be used for class discussion or testing purposes.

Teacher materials. The teacher is provided with three comprehensive teacher's manuals, one for each cluster. These manuals contain preliminary outlines, inquiry questions, analytical teaching procedures, and suggestions for student projects.

2.4 Materials not provided.

All of the materials that are required to implement the *Asian Studies Inquiry Program* are provided by the developer. If teachers choose to use paper-and-pencil tests, however, they must devise their own examinations. The discussion questions in the teacher's manual could be used as test questions.

CLASSROOM ACTION

3.1 Teaching/learning strategy.

The developers encourage the use of an inquiry method with the *Asian Studies Inquiry Program*. They define inquiry as a three-step process for classroom discussion. First, the students acquire, comprehend, and interpret information. Second, students analyze the information by examining biases, distinguishing between fact and hearsay, looking for verifiable and unverifiable data, and testing the adequacy of the data. The third state is synthesis of information by deriving conclusions and making judgments. The emphasis is on open discussion of ideas, insights, hypotheses, and generalizations rather than on the memorization of "facts." This allows for in-depth examination of issues, development of general chronologies, and flexibility in the treatment of the material. The developers recognize that the specific mode of inquiry varies depending on the topic under consideration. Although this allows for a significant degree of freedom in classroom discussion, the developers have formulated a prototype inquiry model that is intended to be suggestive rather than restrictive.

5.2 Typical lesson.

The teacher's manual gives a general statement of strategy rather than detailed lesson plans. A lesson consists primarily of student discussion. Because of this, there are no preset lesson plans. However, the developers urge teachers to follow the outlined guidelines for inquiry. Although the mode of inquiry will vary from topic to topic, discussions usually begin with information gathering and proceed to analyzing and synthesis. The developers emphasize the importance of focusing attention on concepts, themes, and main ideas.

Before class, the students read appropriate selections from the booklets. The teacher may start the first phase of class discussion (information gathering) by presenting a thought-provoking idea. The idea is then picked up by the students, who attempt to understand the information and to respond in a generalized way. For instance, during the information-gathering stage of the study of the booklet, "Mao Tse-Tung and the Chinese Revolution," students may first express their shock at some of the descriptions of famine in China and may get into a dispute about the feasibility of "objectively" discussing the deaths of large numbers of people by starvation.

For the second phase of the discussion on this booklet (information analysis), students may talk about the credibility of statistics on starvation, varying interpretations of the term "humane" over time, and the moral standards of nineteenth-century China as opposed to today's standards.

For the third stage of this lesson's discussion (information synthesis), the class may decide that nations cannot be called "backward" only because they are not highly industrialized. The students may begin to understand that there are severe disadvantages as well as advantages to industrialization. This may lead to concrete comparisons of Chinese and Japanese economic progress and the relationships between education and technology.

Teachers are first expected to establish an "inquiry climate" in the classroom and then to encourage students to use the inquiry process. It is essential that the teacher regard himself as a co-learner with the responsibility of fostering meaningful exchange, rather than a provider of "facts" for memorization. His role is to raise questions that will stimulate dialogue among students, not ones that require "right" answers. The teacher is responsible for establishing and maintaining a classroom where students are open to ideas, engage in divergent thinking, and are intrigued by complex problems.

3.3 Evaluation of students.

No prepared tests are provided. The teacher's manuals, however, include a series of provocative questions which may be used for evaluation purposes, if the teacher so desires, either in written or oral examinations. Teachers may choose to develop their own testing materials.

3.4 Out-of-class preparation.

Teacher. The teacher is expected to be thoroughly familiar with the content of the reading selections to be discussed in class. He should review the sections of the teacher's manual that correspond to the topics under discussion.

Student. Students are usually expected to read the current selections at home (usually about 10-15 pages) and be prepared to discuss the material in class. Teachers may assign additional material selected from the suggested reading list at the conclusion of each booklet. Any additional homework, such as projects, field trips, etc., is at the discretion of the teacher.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special requirements.

4.2 Student prerequisites.

The program is designed for average high school students in grades 9-12. There are no specific skills or knowledge that students need to use the materials. According to a reading-level analysis of the materials, using the Dale-Chall formula, the materials are appropriate for average high school students.

4.3 Teacher prerequisites and training.

No special training is needed by teachers who use the *Asian Studies Inquiry Program*. Thorough familiarity with the teacher's manual and with the student booklets should provide the necessary instruction in use of the inquiry model.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Cluster I: Asian Thought (5 booklets)	1 per student	Field Educational Publications	$42.00 for set for 10 students	Reusable
Cluster II: Changing Patterns of Asian Life (5 booklets)	1 per student	Field Educational Publications	$42.00 for set for 10 students	Reusable
Cluster III: Traditional Patterns of Asian Life (5 booklets)	1 per student	Field Educational Publications	$42.00 for set for 10 students	Reusable
Teacher's manuals (Clusters I, II, III)	1 each per teacher	Field Educational Publications	No charge with set of student manuals	Reusable

4.5 Community relations.

Implementation of the program in a community with a strong anti-China bias might provoke some controversy. Such controversy could probably be minimized or avoided altogether if information about the program were distributed to parents at the beginning of the school year. In addition to a general description of the program, such information should contain a statement that the program materials do not advocate an anti-Communist or pro-Communist position but, instead, present an up-to-date, unbiased view of China totally in accord with the improved U.S.-China relations.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

In the mid-1960's John U. Michaelis and his staff at the University of California recognized the need for vast improvement in social studies instruction on Asian countries.

Dr. Michaelis believes that it is essential for students to understand foreign cultures, not only for their own sake but because of the development of critical international problems and complex interrelationships among modern nations. His review of current course offerings and materials revealed much variation in quality and quantity, but no guidelines to indicate ways of including Asian studies in a regular instructional program.

The program was developed to correspond to Michaelis' conception of inquiry techniques. The materials are the result of input from dozens of Asian scholars and observers and the readings therefore represent a variety of points of view.

5.2 Program development.

The *Asian Studies Inquiry Program* materials grew out of the Asian Studies Curriculum Project, initiated in 1965 by John U. Michaelis. With the aid of a grant from the Office of Education, Michaelis enlisted the help of Asian studies experts, writers, editors, curriculum specialists, and school personnel to investigate the then current instructional methods and to make recommendations for improvement. At the outset, the Asian studies materials available then were reviewed and found to be severely lacking in several areas, including depth of coverage, manner of treatment, illustrative coverage, and cultural bias. As the teams of scholars developed materials, they were field tested by teachers who submitted their reactions in writing. The developers issued technical progress reports annually.

At first the developers were interested in producing guidelines for the formulation of Asian studies materials, but eventually developed materials of their own, which have been published as the *Asian Studies Inquiry Program*.

5.3 Developer's evaluation.

The units of the *Asian Studies Inquiry Program* were evaluated in two ways. In the first phase, teachers appraised the materials in terms of criteria, provided on a rating sheet. Included among the criteria were introduction, reading difficulty, communication, interest, impact, motivation, discussion, and appropriateness. Rating was done on a scale of one to seven for each criterion. Twelve units were selected for review, and modifications were made on the basis of the feedback. Teachers also gave an overall rating of each unit. The teacher's manuals were rated in a similar fashion. Students' reactions were rated as well, on both a formal and an informal basis. Informal comments were collected on each unit and students were asked to compare the materials with others they had been using and to make suggestions for improvement. More than 200 average, below-average, and above-average tenth graders in four schools participated.

The second phase of evaluation of the units involved test data. Tests were administered to determine student comprehension and application of the topics and concepts covered. Below-average, average, and above-average students participated. The tests were composed by the developers of the program and dealt with seven of the units.

5.4 Results of evaluation.

In regard to the first phase evaluation, students' reactions were generally favorable, but they showed definite preferences for certain types of materials, including short stories, sociocultural materials, autobiographical interviews, personal accounts, and discussions of issues. The least favorable reactions were to the formal and technical aspects of government, economics, geography, and military activities. Some of the students found a few of the selections difficult to read; these selections were rewritten by the developers before publication. In general, there were positive reactions to the length of the readings, the format, the study questions, and the selection of source material. Teachers' reactions were also favorable; none of the units tested received a rating lower than four (average).

In the second phase, the test revealed a satisfactory degree of competence in response to essay questions that were designed to assess ability to synthesize information. However, some students tended to accept information uncritically, a tendency which points to a need to stress analysis of statements of facts and statements of opinion. Test results were also used to evaluate affective responses in terms of students' feelings towards the topics under study.

5.5 Independent analysis of the program.

The *Asian Studies Inquiry Program* was reviewed by the Social Science Education Consortium in the November 1972 issue of *Social Education*. The reviewer described the program and concluded:

> The program is the epitome of real-world emphasis. It avoids the romanticized stereotypes of the inscrutable Eastern mystic on the one hand, and the post-communism bias of Western democracies on the other. What it does do is provide readings from several perspectives allowing the student to use his own mind to investigate the issues and problems that are raised [SSEC, 1972, p. 729].

5.6 Project funding.

The *Asian Studies Inquiry Program* was funded with $60,000 from the Office of Education of the Department of Health, Education, and Welfare. Facilities at the University of California were used for program planning and development.

5.7 Project staff.

The following people had major roles in the development of the *Asian Studies Inquiry Program:* John U. Michaelis and Robin J. McKeown, Project Directors; Elgin Heinz, Assistant Project Director; and Daniel Birch, Everett B. Johnson, Jr., Anthony Tudisco, Christopher Salter, and David Weizman, Authors. Asian scholars, school personnel, curriculum analysts, and various other specialists too numerous to list served as members of the planning committee or the advisory committee, and as consultants, research assistants, or clerical staff.

REFERENCES

Social Science Education Consortium. Evaluation of curricular projects, programs, and materials. *Social Education,* 1972, 36 (7).

Committee on Civic Education

Prepared by:

Mary Jane Turner

INTRODUCTION

These materials were developed by the Committee on Civic Education, University of California at Los Angeles, an interdisciplinary committee composed of professors of political science, law, education, sociology, psychology, and philosophy. The major aim of the Committee is to provide programs which will lead to an understanding of the conflicts related to individual rights and how these conflicts can be managed. Students are expected to acquire important intellectual skills by analyzing the realities of political and social life.

The content focus of all Committee materials is the development of an understanding of democratic principles. Your Rights and Responsibilities, written for students in grades 4-10, uses case studies to teach those concepts in the Constitution and the Bill of Rights that reflect democratic values. Conflict, Politics, and Freedom, the course developed for students in grades 7-11, examines cases involving political conflict and management. Students learn that conflicts result from different points of view, communication breakdown, and misinformation. The third course, Voices for Justice, developed for high school students, consists of eight case studies in decision making.

All three programs contain historical vignettes, short fictional stories, and case studies that provide factual data around which the teacher guides directed discussions, organizes role-playing activities, and so forth. The teacher's role is that of a non-authoritarian fellow inquirer.

BASIC INFORMATION

Program name:

Committee on Civic Education: *Your Rights and Responsibilities as an American Citizen; Conflict, Politics, and Freedom;* and *Voices for Justice.*

Format:

Three separate programs, each using paperback books for student materials.

Uniqueness:

Inquiry approach in which the student is expected to increase his grasp of the fundamentals of democracy by dealing with relevant data. Heavy use of case studies, short stories, and historical vignettes; includes role-playing exercises.

Content:

Varies in each of the programs; all focus on the structure, concepts, and principles of the American political system, conflict management, and value analysis.

Suggested use:

Each of the three separate programs can be used as a complete course, or parts of each program can be used as supplementary materials in regular social studies courses.

Target audience:

Your Rights and Responsibilities as an American Citizen is written for fifth-grade reading level, but has been used in grades 4-10. *Conflict, Politics, and Freedom* is written for seventh-grade reading level, but has been used in grades 7-11. *Voices for Justice* is written for ninth-grade reading level, but has been used in grades 9-12.

Length of use:

Your Rights and Responsibilities as an American Citizen: approximately 4 to 8 weeks per unit. *Conflict, Politics, and Freedom:* from 2 to 6 weeks per unit. *Voices for Justice:* no time limit suggested. All units are flexible and can be adapted by the teacher.

Aids for teachers:

Detailed teacher's guides for each program.

Availability:

All materials available for all three courses.

Director/developer:

Charles N. Quigley and Richard P. Longaker/Committee on Civic Education, University of California at Los Angeles, School of Law, Los Angeles, California 90024.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The developers believe that the American system of constitutional democracy (like all political systems) will never reach perfection, but can be successful to the extent that it moves toward ideals such as the dignity of the individual, the tolerance and fostering of diversity, and the belief in equality of opportunity. The participation of a large number of informed and mature people in national decision-making is essential. The developers have therefore designed instructional materials which should increase students' knowledge of themselves and their role in a democratic culture, foster maturity, and enable them to develop the abilities and skills needed to participate intelligently within our system. As a result, each student will develop a more sound value system, be more able to make wise decisions, and be more committed to effective participatory activity.

1.2 Terminal objectives.

All three programs put major emphasis on cognitive objectives (development of intellectual skills). However, the developers feel that it is important to have the students examine their own value structure in light of beliefs contrary to their own. The following are typical of each program. The students are expected to know about historical incidents and current events related to constitutional issues. They should develop an understanding of some of the essential values of American society, as well as the use of law and the inevitability of conflict. They should be able to differentiate between authoritarian and democratic behaviors and to analyze and evaluate the dynamics of society in order to predict the probable consequences of alternative courses of action.

1.3 Detailed objectives.

Detailed objectives for each unit are explicitly stated in the teacher's guide for *Your Rights and Responsibilities as an American Citizen*. These are coordinated with "Learning Opportunities" and "Relevant Responses." For example, by reading and discussing "The Trial of Goodwife Corey," "The Trial of Martha Carrier," and "The Execution of George Burroughs," students are expected to learn that better education may help people make wiser laws.

In *Conflict, Politics, and Freedom,* the detailed objectives are found in a section entitled "Considerations," which is linked to "Guiding Questions." After reading and considering two opinions about foreign aid, students should understand that conflicts can arise over different selections of information, differences in points of view, and assessments of consequences.

Detailed objectives for *Voices for Justice* are given for each case study. The following objective is taken from Case 4/Marlon Green v. Continental Airlines:

> Given a particular situation which involves a conflict between the interest of an individual in hiring whomever he pleases to work for him, and the interests of individuals applying for jobs in not being discriminated against upon the basis of irrelevant factors such as color, students can describe the conflict including the particular values and interests involved [Quigley and Longaker, undated, p. 37-38].

CONTENT AND MATERIALS

2.1 Content focus.

The major unifying theme of all Quigley-Longaker materials is the development of an understanding of democratic principles. The developers feel that students will learn to recognize the complexities of political processes by exploring actual issues and their proposed solutions. The materials deal with controversial questions; with the origins, positive functions, and management of conflict; and with the underlying assumptions and values of constitutional government.

Although the developers focus on cognitive objectives, value analysis is an important part of all the materials.

2.2 Content and organization of the subdivisions.

Your Rights and Responsibilities as an American Citizen. Situations and cases are used to illustrate those concepts in the Constitution and Bill of Rights which reflect the values of democracy. Two general patterns have been followed in organizing the materials: (a) Concepts are presented and related to the immediate environment of the student. As understanding develops, the concepts are applied to more remote situations. (b) Students explore the ideal of delegation of power, how laws limit that delegation, and how laws are enforced. These general principles are used to analyze information in order to develop greater understanding of political processes.

Unit IV, for example, "Equal Protection of the Law," begins by asking whether the students would be willing to allow their representative to make discriminatory laws against them because of their race, religion, or sex. Students then write a law granting equal protection and compare it with Amendment XIV to the U.S. Constitution. A number of Supreme Court decisions relating to this amendment are read and discussed. The final activity deals with the problem of enforcing equal protection laws.

Conflict, Politics, and Freedom. This program focuses on political conflict and its management. For example, the three parts of Unit II contain cases of conflict from the political world. In Part 1, students are expected to learn that conflicts arise over differences in points of view, breakdowns in communications, or inadequate information. In Part 2, the positive functions of conflict in a democracy are reviewed, while Part 3 deals with the need to restrict conflict in order to preserve freedom and maintain order.

Voices for Justice. This program is made up of eight cases chosen to provide classroom experience in discussing issues and participating in decision making. Students learn to identify and describe conflicts of interests and values, to state these conflicts clearly, to realize what information is necessary to solve a problem, to suggest possible solutions, to assess the consequences of these solutions, to choose among alternatives utilizing a variety of procedures (election, negotiation, arbitration, etc.), to apply this decision to similar situations, to evaluate the validity of the decision, and finally to develop various means for managing disputes.

The eight cases presented range from a state commission hearing to national executive, legislative, and judicial hearings.

2.3 Materials provided.

Student materials. *Your Rights and Responsibilities as an American Citizen*, by Charles Quigley, is a 130-page paperback. It contains a selection of court cases, reference material on these cases, and basic documents of American constitutional government (Declaration of Independence, the Constitution, and Amendments to the Constitutions).

Conflict, Politics, and Freedom, by Charles Quigley and Richard Longaker, is a 130-page paperback containing a selection of case studies dealing with political conflict.

Voices for Justice is a 99-page paperback by Charles Quigley and Richard Longaker. It consists of eight different types of cases, plus a glossary of terms essential to a full understanding of the content. *Voices for Justice* is the only one of the three programs which is illustrated. These illustrations are floor plans suggesting courtroom or other physical arrangements appropriate for role-playing activities.

Teacher materials. The guide for *Your Rights and Responsibilities as an American Citizen* begins with an overview of the course. Strategies for each lesson are presented in three separate columns so that "Objectives," "Learning Opportunities," and "Relevant Responses" are linked together for easy implementation. The guide suggests that students should be allowed to draw their own conclusions about the issues under discussion and that the teacher should refrain from making value judgments.

In the teacher's guide to *Conflict, Politics, and Freedom*, each unit is introduced with an overview of the content and strategies for teaching. A specific procedure is outlined to reach the stated objectives; however, it is emphasized that the teacher should feel free to use any method he feels is more appropriate.

The *Voices for Justice* teacher's guide contains a general statement of rationale, justification for the use of role playing, a note on expected changes in behavior, a general strategy, guidelines for teacher behavior, and notes on using the student materials. Each case is accompanied by a "Statement of Objectives," "Guiding Questions," and "Relevant Responses." There is also a short section called "Aftermath" which gives recent developments in each of the cases, telling how they have been interpreted since the initial decision was made.

2.4 Materials not provided.

Although no additional materials are required, the developers provide extensive lists of such materials. A teacher's bibliography and a student's bibliography are given in the guide to *Your Rights and Responsibilities as an American Citizen*. This guide also contains an annotated list of 35 films, giving running time, color, and producer; two filmstrips are also listed. The guide to *Conflict, Politics, and Freedom* lists 43 films without annotation, but suggests appropriate uses for these films with specific cases in the text.

Listed in *Voices for Justice* are 17 films which contain incidents useful for role-playing activities described in the teacher's guide.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The developers feel that knowledge is more than a discrete body of facts and can be made meaningful only when a student is able to relate it to his own experiences and assess underlying values, assumptions, and procedures. The instructional strategy of the Quigley-Longaker materials centers around an "inquiry-discovery" approach which is controlled by the techniques of the teacher. The authors suggest the Socratic or case method in which questions designed to develop the objectives of the lesson are asked.

3.2 Typical lesson.

A typical lesson is taken from *Your Rights and Responsibilities as an American Citizen*, Unit I, "Liberty Under Law," Section II, "Some Guidelines for Effective Laws." The stated objective is to bring about an understanding "that in order to provide clear and predictable standards and protect individual rights, laws must, *in general*, meet . . . certain criteria"[Quigley, 1967, p. 18].

Initially, the students read and discuss "A Children's Island," which deals with the problem of trying to write just laws, and a consideration of what a society which has no laws might be like. Following this activity, the teacher guides the students in drawing up criteria necessary for good laws. Students are helped to discover that: (a) laws should be general in applicability, (b) laws should be made known to those expected to follow them, (c) laws should usually not make something done in the past a crime (*ex post facto* laws), (d) laws should be clearly understandable to those expected to follow them, (e) laws should not contain contradictions, (f) laws should not require the impossible, (g) laws should remain relatively constant throughout time, and (h) officials who are enforcing the laws should be guided by them in their actions (Quigley, 1967, p. 18).

Role-playing activities and discussions can be used for each of the eight criteria to show how particular regulations achieve or fail to achieve their purpose. The teacher may act as a participant in these exercises, or the students can devise the situation through which the issue can be explored. For example:

> Teacher: I am going to be watching you all very carefully today, to see that you don't break the new law I have made. The law is that no one is allowed to bridlop shrdlu during school time. Anyone who does this will have to stay after school. Is this a good law?
>
> Teacher (*ex post facto* laws): I am sorry to inform you that I am going to have to punish all of you who wore brown shoes to school this morning. I just made a new law that no one is allowed to wear brown shoes to school. Is this fair [Quigley, 1967, p. 18]?

Following these activities, school rules should be listed and evaluated according to the above criteria.

3.3 Evaluation of students.

Facts are not considered important to the achievement of the objectives of these programs except to the extent that they are necessary to implement the process of observing, discovering, generalizing, and verifying. There is no attempt to arrive at right or wrong answers or preferred policy commitments beyond a commitment to the process of constitutional democracy itself. Although the developers suggest that many of the objectives for the units cannot be fully gained in a lifetime, they state that these objectives are behavioral. They do not indicate the level students should attain during any of the courses, nor how students should be measured.

3.4 Out-of-class preparation.

Teacher. At a minimum, the teacher should familiarize himself with the general objectives of the total program and the specific objectives outlined in the units. He should read the introduction; prepare questions (those suggested or his own) for guiding discussions; set up role-playing activities, simulations, mock trials, and debates; as well as read the student materials. Arrangements also should be made for using the suggested films. Because the material deals with controversial issues and conflict resolution, care and thought should go into developing the daily classroom activities.

Student. The student might be required to read assigned material out of class in order to prepare for class discussion. Role-playing exercises also might require some outside preparation.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The materials are designed to be used in average-sized classes and appear to be geared to self-contained classrooms. Although no mention is made of adaptations to modular or flexible scheduling, with some modification the courses could be adapted to use in these settings.

4.2 Student prerequisites.

Students need no special preparation or skills for these programs.

According to the developers, *Your Rights and Responsibilities as an American Citizen* (fifth-grade reading level) was designed for grades 4 through 6 but has been used successfully up through grade 11. *Conflict, Politics, and Freedom* (seventh-grade reading level) was designed for grades 7 through 10, but has been used at the upper elementary grade level. *Voices for Justice* seems particularly appropriate for students in grades 9-12.

4.3 Teacher prerequisites and training.

Quigley-Longaker materials can be used successfully by any qualified elementary or secondary social studies teacher who is prepared to deal openly with controversial issues. Familiarity with the way the political system operates and basic political concepts will facilitate teaching. Teachers should also feel comfortable using a Socratic or inductive method in teaching.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Your Rights and Responsibilities as an American Citizen: civics casebook	1 per student	Ginn & Co.	$ 1.41	Reusable
Your Rights and Responsibilities as an American Citizen: teacher's guide	1 per teacher	Ginn & Co.	1.41	Reusable
Conflict, Politics, and Freedom	1 per student	Ginn & Co.	1.41	Reusable
Conflict, Politics, and Freedom: Teacher's Edition	1 per teacher	Ginn & Co.	1.77	Reusable
Voices for Justice	1 per student	Ginn & Co.	1.68	Reusable
Voices for Justice--Annotated Edition	1 per teacher	Ginn & Co.	1.68	Reusable

4.5 Community relations.

The developers state that the pilot program in Bill of Rights Education (predecessor to *Your Rights and Responsibilities as an American Citizen)* was well received in the community as long as teachers kept issues open-ended and refrained from stating their own biases. The same statement most likely could be applied to the other two programs.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers believe that indoctrination by the educational system is antithetical to sound education for future citizens in a constitutional democracy. They define indoctrination as (a) any educational experience which limits or reduces student opportunity to make choices among policy alternatives and (b) failure of the school environment to provide programs in which analytical inquiry skills can be learned. They believe that students should have the opportunity to learn how to deal with controversial issues and conflict situations through practice in analyzing and evaluating the principles, values, and assumptions underlying conflict. In this way, students should learn to deal more effectively with reality.

The programs are based on the belief that concepts should first be examined by focusing on situations close to the student's frame of reference. As the student becomes more sophisticated, concepts are applied to more remote situations.

Your Rights and Responsibilities as an American Citizen presents a unifying frame of reference, or conceptual structure, as a tool to aid understanding, but it, like the rest of the materials, is concerned with the processes rather than the structures of government.

5.2 Program development.

The Committee on Civic Education was founded at UCLA in 1964. The following year the committee sponsored the development of an experimental program on the due process of law for grades four through six. Pilot materials were taught at the University Elementary School; progress was evaluated with a cognitive test and observations by those responsible for program development. Eighteen elementary teachers were then trained to use the materials which were taught to 600 students from varying socio-economic and ethnic backgrounds. The materials were revised and expanded into *Your Rights and Responsibilities as an American Citizen*. Extensive teacher-training activities followed; within nine months after publication, over 20,000 students were using the program.

The second program, *Conflict, Politics, and Freedom,* was designed as part of an instructional and research program of the same committee designed to provide curricular materials and a base for extensive research on political socialization. Over 2,000 students were involved in early evaluation.

The third program, *Voices for Justice,* designed for the secondary level, is the result of experience gained from the two earlier activities. Evaluations have been undertaken by professors at UCLA, but have not been completely analyzed as yet.

5.3 Program evaluation.

A variety of techniques were used to evaluate *Your Rights and Responsibilities as an American Citizen* and *Conflict, Politics, and Freedom.* Cognitive tests were administered to students; classroom observations were made by professors of psychology, political science, and law; self-administered questionnaires were distributed to participating teachers and students; and consideration was given to anecdotal evidence from teachers.

The evaluation program was conducted in a variety of cooperating school districts and reached urban and suburban youngsters from across the socio-economic and ethnic spectrum.

Information about the type of evaluation instrument employed in *Voices for Justice* is not available.

5.4 Results of evaluation.

The final report prepared by the developers indicates that when *Your Rights and Responsibilities as an American Citizen* was tested by 144 teachers (grades 4-6, 8, 9, and 11) in a pilot program, the following data emerged from observations, discussions of the program with participating teachers, and self-administered student and teacher questionnaires:

1. The material and program were accepted by people across the liberal-conservative spectrum.
2. Over 85% of the teachers thought the content was appropriate for their grade levels, and that the case study method was the most appropriate way of presenting the materials.
3. At fourth-grade level, 46% of the teachers felt the vocabulary was appropriate; 85% at the sixth; the level was judged as appropriate or too low for eighth- and ninth-grade students.
4. 90% of the teachers indicated their students were either "very interested" (57%) or "interested" (33%).
5. Over 90% of the students said they liked the case study method and found the subject "very important" or "important."

No information is available concerning the administration of knowledge tests.

Partial results of an evaluation of *Conflict, Politics, and Freedom,* based on an analysis of only 54 respondents (teachers of 2,000 students), indicate only generally favorable findings. In some instances the materials were better accepted in the higher grades, although fifth-grade teachers expressed surprise at the maturity of their students in handling the materials.

5.5 Independent analyses of the program.

Independent analyses were undertaken by an Experienced Teacher Fellow at the University of Colorado who used the materials during 1969-70, and a Teacher Associate of the Social Science Education Consortium in Boulder, Colorado.

The Experienced Teacher Fellow reported that the students soon became bored with *Conflict, Politics, and Freedom* as it stood, but interest could be improved by using "outside activities [Bilek, 1970, p. 7]." The results of a questionnaire indicated little positive impact.

The Teacher Associate, on the other hand, felt that all of the programs represent a positive contribution to a social studies curriculum, particularly if used as a supplement to the regular course. He cautioned that although the materials appear easy to teach, they require skill and preparation on the part of the teacher.

> There is a lack of variety in the learning activities. If new teaching strategies are not developed by the teacher, tedium for students could result.
>
> Teachers should be prepared to deal openly with controversial issues. They should also be familiar with the way the American political system functions and with basic political concepts [Social Science Education Consortium, 1972, p. 733].

5.6 Project funding.

The committee was funded by grants from the Danforth Foundation, Ford Foundation, the Office of Education through the American Political Science Association, and three NDEA grants.

5.7 Project staff.

Richard P. Longaker and Charles N. Quigley developed and wrote the materials.

REFERENCES

Bilek, R. C. *Curriculum Materials Analysis No. 168.* Boulder: Social Science Education Consortium, Inc., 1970.

Quigley, C. N. *Your Rights and Responsibilities as an American Citizen: A Teacher's Guide.* Lexington, Mass.: Ginn and Co., 1967.

Quigley, C. N. and Longaker, R. P. *Voices for Justice: Role Playing in Democratic Procedures*, annotated ed. Boston: Ginn and Co., undated.

Comparative Economic Systems
(Holt Social Studies Curriculum, HSSC)

Prepared by:

Vicki Ertle

INTRODUCTION

Comparative Economic Systems is the second course in the Holt Social Studies Curriculum (HSSC), a four-year high school sequence for average and above-average students. *Comparative Economic Systems* is designed as a one-semester course for ninth-grade students and may be used independently or in sequence with the other HSSC courses.

In the course, the student encounters basic economic concepts and examines different economic systems--traditional, market, and command--and how these systems answer three basic questions: What should be produced? How should it be produced? and For whom should it be produced? The traditional economies are represented by the Eskimos and the Kwakiutl Indians. The United States exemplifies the market economy and the Soviet Union is used as an example of a command economy. Economic concepts developed in the course include economic values and goals, scarcity, resources, price, distribution, production, and economic growth. Graphs and charts are frequently used to present data for interpretation.

The course emphasizes inquiry skills, values, attitudes, and knowledge. The main goal of the program is to develop independent thinkers and responsible citizens, and much of the teaching-learning strategy centers on directing students to form and prove hypotheses, and to rely on proven facts rather than emotion and prejudice.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *Comparative Economic Systems.*

Format:
One hardcover student book and an audiovisual component kit containing overhead transparencies, records, filmstrips, and spirit masters for class handouts.

Uniqueness:
Using source materials, the course emphasizes inquiry skills, the scientific proof process, and value clarification.

Content:
A comparison between traditional, market, and command economies. Focus is on three basic questions: What is to be produced? How should it be produced? and For whom is it intended?

Suggested use:
Semester course for use with social studies or economics classes; may be used separately or as part of the Holt Social Studies Curriculum for grades 9-12.

Target audience:
Average and above-average students in grade 9.

Length of use:
One semester.

Aids for teachers:
Extensive teacher's guide contains suggested lesson plans for each assignment and supplementary reading lists for student and teacher. Test booklets are also available from publisher.

Availability:
All materials available from publisher.

Developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete the program; and "detailed objectives" are those to be achieved from studying the material for each class period.

1.1 Long-range goals.

The major goal of the Holt Social Studies Curriculum (HSSC) and all the courses in the series is "to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society"[Fenton, 1967, p. 3]. The developers further contend that their curriculum is likely to encourage the following attitudes in this "independent thinker and responsible citizen": active participation in the political process; willingness to listen to all sides of an argument before making up his mind; making decisions according to a scientific proof process rather than depending on emotion or some higher authority; and the desire to continue learning after leaving the classroom (Fenton and Good, 1967).

1.2 Terminal objectives.

The developers specify certain skills and attitudes that students should achieve by the time they complete *Comparative Economic Systems*. These are divided into four major areas: inquiry skills, attitudes, values, and knowledge.

Inquiry skills. Stating that a good citizen needs inquiry skills with which to separate truth from falsehood, the developers identified six steps in a method of inquiry for the social sciences, ranging from recognizing a problem from data to formulating a hypothesis and gathering data for evaluation of the hypothesis. The developers believe that students who master these inquiry steps will have a disciplined approach to studying social, economic, and political questions and be better equipped to learn independently in a society where mankind's knowledge bank doubles every twenty years.

Attitudes. The developers expect that exposure to their program will encourage students to want to participate actively in public life, to hear all sides of a debate, and to make up their minds through "reasoned investigation" rather than reliance on authority or prejudice. The course's emphasis on class discussions and on an inquiry method fosters such attitudes.

Values. The course is designed to present controversial issues that challenge the values of the students and prompt them to clarify their values in light of evidence. The developers state that clarification, not consensus, is the aim, and that even if students leave the course with the same values they held at the beginning of it, they will have gained a better knowledge of themselves and the world.

Knowledge. Knowledge in four content areas is expected: (a) concepts basic to the social sciences, such as leadership, ideology, economic growth, scarcity, and social class; (b) knowledge relating to the interests and needs of modern American students; (c) knowledge of past and present societies; and (d) knowledge about the cultural life of a democracy. With this knowledge, students should be able to read books intelligently, view exhibits with understanding, and participate fully in the cultural life available to them today.

1.3 Detailed objectives.

Comparative Economic Systems is divided into seven units. Each of these units has separate knowledge, method of inquiry, attitude and value objectives. For example, the following objectives are listed in the teacher's guide for Unit II, "The Matter of Resources":

Knowledge:	To know that the adequacy of supply of a resource depends on the number of people it is to serve and the alternate resources available.
Inquiry:	To be able to read and interpret statistical data.
Attitude and Values:	To be willing to accept the fact that most generalizations need to be qualified.

In addition to unit objectives, the developers have stated knowledge and inquiry objectives for each reading (or assignment) in the units. The following, taken from a Unit II chapter, "Physical Resources in the Soviet Economy," typifies those for the rest of the course:

Knowledge:	To know that the Soviet Union has an excellent supply of physical resources.
Inquiry:	To be able to use evidence in support of a statement.

CONTENT AND MATERIALS

2.1 Content focus.

Comparative Economic Systems, as its name implies, compares three economic systems: traditional, market, and command. The course examines the predominantly traditional economy of the primitive Kwakiutl Indians, the predominantly market economy of the United States, and the predominantly command economy of the Soviet Union. The comparison is largely between the American and Soviet economies; students compare natural, capital, and human resources in each system, in addition to exploring the distribution patterns, growth, and stability of each. Various economic areas are emphasized through the readings; among them are values and goals, scarcity and choices, resources, price, distribution, and production. The course concludes with a consideration of the growth and evolution of values for economic systems.

2.2 Content and organization of the subdivisions.

The course is divided into seven units with a total of 60 readings, or lessons. Each reading consists of an article or some other piece of source material taken from a newspaper, magazine, book, government document, or other publication. Short introductions, linking one reading with another, precede each reading. Study questions are also presented to alert students to key issues.

Listed below are short summaries of the content of each of the seven units:

Unit I. "Introduction to Comparative Economic Systems" is an introduction to values in economic systems and to the role values play in economic decisions. Students learn that resources are smaller than desires through an exercise where they are hypothetically given $100 and told to choose from among ten desirable items, the total cost of which well exceeds the original $100. They then learn how to classify economies--traditional, market, and command--and study the values of the traditionalist Kwakiutl Indians, the values of the United States as expressed in President Johnson's State of the Economy Address in 1965, and the values of the Soviet Union as stated in an address to the Twenty-third Congress of the Communist Party Congress in 1966. Students next learn how Eskimos deal with the problems of scarcity and decision-making in a traditional economy.

Unit II. In "The Matter of Resources," students learn the meaning of physical and human resources and the meaning and function of capital goods. Through a comparison of the United States and the Soviet Union, students learn that by studying how each system uses its resources, one can evaluate how effectively the systems produce goods and services. In various assignments, students refer to population and investment graphs for both systems in order to determine what natural and human resources each society has and how they are put to use. In other readings, they learn how important a populous, healthy, educated, and willing manpower pool is to a country's economic survival.

Unit III. "What and How in a Market Economy" is an examination of the modified market economy of the United States. Terms such as market, supply and demand, costs, partnership, corporation, and oligopoly are defined for students while they learn that the main decisions in a market economy are made by the consumers and the producers. By studying a model society with only two products--bread and cheese--students learn that supply and demand are determined not only by people's tastes and incomes but also by the supplier's costs. "The Market Game" is played in one lesson to demonstrate through simulation how buyers and sellers, each with different wishes, meet in market places and establish an equilibrium price by the process of trading. Other readings show how, through subsidies, tariffs, land grants, and oligopolies, the United States has modified the model market economy, but that the guiding value in American economics is still free competition and cooperation.

Unit IV. "What and How in a Command Economy," a study of the Soviet Union, uses the economic concepts introduced in Unit III. Students learn that in a command economy decisions are made through a centralized planning agency. However, like the traditional and market economies, the command system also must make choices based on economic scarcity. A filmstrip on the Russian economy in the nineteenth century helps demonstrate for students the fact that the Soviet economy has been shaped by history and the values of its leaders. They compare czarist and communist economies and study how the command economy has been modified by the growing complexities of the Soviet State.

Unit V. "Distributing What Economies Produce" is an analysis of the basic processes of production and distribution in the United States and the Soviet Union. Students learn the three factors of production--labor, land, and capital--and study how labor markets work. Many charts and statistical data are used to examine wage distribution; in one exercise students read the five factors Adam Smith believed influenced wages and then compare these factors with a table listing the wage rates of truck drivers in Boston and Chicago. The emergence and role of labor unions is explored as well as the role profit plays in the market economy. Other readings consist of an explanation of the Soviet labor market and how it is controlled through schools and apprenticeship programs, followed by a comparison of Soviet wages with those of American workers. A concluding lesson shows the differences between the ideal Communism envisioned by Marx and the realities of Soviet economic life.

Unit VI. In "The Pursuit of Growth and Stability," students first study the economic terms depression, inflation, deflation, unemployment rate, and price index. During a lesson on business cycles, students examine unemployment figures in the United States. In another lesson, they learn how GNP is used to measure performance; using a class handout, they compute the GNP. Subsequent readings on GNP outline the role of the consumer, investment, and government in determining the GNP of a country. Many graphs and transparencies are used as students compare growth and stability in both the United States and the Soviet Union.

Unit VII. "In Conclusion" is just that--a conclusion of the course using a hypothetical interview between a Russian economist, an Iowa newspaper editor, and a member of the Parliament of India. In this interview, key concepts and facts introduced and expanded in the previous six units are discussed and applied to a question of values: Which economy is best?

A pace of four readings per week is suggested. On the fifth day, the developers suggest that teacher show commercial films, give tests, assign supplementary readings, discuss current events, or do anything else that reflects the interests of the class.

2.3 Materials provided.

Student materials. The student text, *Comparative Economic Systems: An Inquiry Approach*, is a hardcover text containing 60 readings in 226 pages. Each series of readings consists of an introduction, three or four study questions, and at least one piece of source material. Supplementary readings are also listed.

The course materials include objective and essay tests for each of the first six units and a final examination covering the entire course.

Teacher materials. The extensive teacher's guide contains a lesson plan for all 60 readings in the student text. These plans list the knowledge, inquiry, attitude, and value objectives for units and readings. Various discussion questions and possible student responses are also provided. The developers state that these detailed lesson plans are presented to help, not hinder, teachers. An answer key to the student tests is presented, as well as instructions for using the audiovisual components. Copies of the transparencies, recordings, and handouts appear at the end of the guide.

A supplementary reading list on comparative economics is also provided in addition to the addresses of the publishers of the suggested student readings. Background materials are listed also; this list includes the following books written by Dr. Fenton, both available from Holt: *The New Social Studies* and *Teaching the New Social Studies in Secondary Schools: An Inductive Approach*.

A series of teacher-training films, also available from Holt, may be used in conjunction with the course. One of the series, "The Historian's Method of Inquiry," demonstrates how historians classify information, prove a hypothesis, decide what is fact, ask questions, and deal with mind sets. The second series, "The Uses of Media for Teaching Inquiry in the Secondary Social Studies," concentrates on ways to use transparencies, picture cards, simulation games, data banks, and recordings.

2.4 Materials not provided.

All of the materials essential to teach the course are provided by the publisher. Supplementary student readings are available from other publishers; addresses are provided by HSSC.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The predominant teaching strategy is a technique the developers label "directed discussion": teachers use questioning techniques to lead students through data toward generalizations. Through questioning, students are continually challenged to validate their claims and to use the scientific proof process where they rely on documented facts rather than unproven generalizations. In using this method teachers utilize the study questions for the readings, the suggested questions in the lesson plans, and their own questions to prompt the students toward the knowledge and inquiry objectives of the course.

Comparative Economic Systems uses other teaching strategies, including role playing, developed in the simulated marketing game of Unit III. In many of the other lessons, students divide into groups to gather data, conduct experiments, and debate major issues. Teachers may use recitation to check on homework assignments, and may assign independent research projects. These are often based on the supplementary readings suggested for each lesson. As further inquiry exercises, teachers may ask students to review filmstrips or recordings previously discussed in class.

3.2 Typical lesson.

In almost every lesson, the directed-discussion strategy described above is used. By giving students cues in the form of questions, teachers help students form their own hypotheses, test their generalizations, and use a proof process that helps them justify their conclusions in an intelligent manner.

The lesson below, taken from Unit V, is typical of the course. The lesson is for Reading 43, "The Rich and the Poor in the United States," part of Chapter 9, "Distribution in the Modified Market Economy." A knowledge objective for the lesson is "To know some of the factors influencing distribution of income, such as race, age, region, and education"; one of the inquiry objectives is "To be able to interpret statistical material presented in a number of forms."

Before class, in preparation for the lesson, students study a series of statistics on the distribution of wealth in the United States compiled by the U.S. Bureau of Census. The statistics are from Herman P. Miller's *Rich Man, Poor Man*. Eight tables are presented:

The Incomes of American Families
Changes in Distribution
Which Families Are Poorest?
Which Families Are Richest?
Education and Lifetime Earnings
Does High School Matter for Craftsmen and Operators?
Income of White and Negro Men in Selected Occupations
Regional Differences in Incomes

When examining these tables, students answer study questions such as: "Why has the percentage of professionals working for a salary risen between 1950 and 1960? and What figures help explain the continuing migration of Negroes from farms to cities?"

In class, the teacher begins the lesson by reviewing the terms "income" and "median income." Then, looking at the table on Incomes of American Families, the teacher asks a series of questions: "If a family makes $2,000.00 a year, how much does it have to live on each week? How many families lived on less than $40.00 a week in 1959? and What percent of total income did those families receive?" After each question, students are given time to refer to the table and compute their answers. Looking at a second table, Changes in Distribution, students point out trends such as the growing middle class and the spread of suburbia. Using the next two tables on rich and poor families, the class examines trends which explain why so many farmers and elderly citizens are poor.

After discussing the first six tables, the teacher projects a transparency titled "Percentage of American Children in College." This chart shows the income distribution of families and the percentage from each income group that sent children to college. Additional percentages are given for families where the father did not graduate from high school and for those where the father attended college. While viewing the transparency the students are asked, "What pattern does this table show?" This leads to a discussion of how a father's income and education directly affect the odds that his children will attend college. The teacher next asks, "How equal is educational opportunity in the United States?" The class then debates this issue.

To conclude the lesson, students are asked to summarize what they have learned about income distribution in the United States.

In the classroom, the teacher has three main responsibilities: (a) reading the lesson plan and preparing in advance for the activities, (b) leading the discussion, and (c) evaluating the students' mastery of the lesson objectives. Other tasks usually include selecting commercial films for use in class, suggesting research papers, and preparing for individual conferences.

The student's role typically varies with each lesson, but consists mainly of reading, class discussion, debate, role playing, experiments, writing hypotheses, and recitation.

3.3 Evaluation of students.

A test booklet provided by the publisher contains multiple-choice and essay tests for each of the first six units as well as a multiple-choice and essay final exam. The developers recommend teachers take into account classroom responses and participation when evaluating students.

3.4 Out-of-class preparation.

Teacher. Before each class period, the teacher should review the lesson plan for that day, read the student materials, and secure any necessary audiovisual equipment. The developers also suggest that the teacher familiarize himself with the discussion questions so that he is not forced to read them from the guide during class.

Student. One reading per night is usually assigned. Students also prepare for class by answering the study questions preceding the readings. Independent research papers may also be assigned.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The following special equipment is required: duplicating machine, filmstrip projector, overhead projector, screen, and phonograph. Moveable classroom furniture is desirable as students divide into small discussion groups.

4.2 Student prerequisites.

Comparative Economic Systems and the other courses in the Holt Social Studies Curriculum were adapted for typical students from the Carnegie Social Studies Curriculum for able (above-average) students. Neither the developers nor the publisher have defined what "typical" means to them. The teacher's guide for *Comparative Economic Systems* states that the "course presupposes no specific knowledge of economics on the part of the student"[Schneider, 1968, p. ix]. An independent analysis of the course by the members of the University of Colorado's Experienced Teacher Fellowship Program, in cooperation with the Social Science Education Consortium in Boulder, generally agrees with this statement and adds that the only special skills students need are "the ability of students to work together as well as the assumption of leadership"[Ostrom, Trujillo, and Masters, 1969, p. 8].

4.3 Teacher prerequisites and training.

The developers state no formal requirements for teachers, but the Colorado analysts state that "it would seem helpful if the teacher possessed at least a course in basic economic principles"[Ostrom, *et al.*, 1969, p. 8]. Both the developers and the Colorado analysts agree that the course works best with a flexible, creative, and self-confident teacher, schooled in the method of inquiry.

To help give the teacher this confidence and knowledge, a detailed teacher's guide, resource books, and films are provided. No inservice training program has been developed, but consultant services in such areas as teacher preparation and course development are available from both the developer and the publisher.

4.4 Cost of materials, equipment, and services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Students				
Textbook	1 per student	Holt	$ 3.09	Reusable
Teachers				
Teacher's guide	1 per teacher	Holt	2.49	Reusable
Test booklet	1 per teacher	Holt	.87	Reusable
Audiovisual kit	1 per teacher/ school	Holt	93.00	Reusable

Recommended Supplementary Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Resource books:				
Teaching the New Social Studies in Secondary Schools	1 per teacher/ school	Holt	8.80	Reusable
The New Social Studies	1 per teacher/ school	Holt	3.08	Reusable
Teacher-training films:				
"The Historian's Method of Inquiry" (5 films)	1 set per school/ district	Holt	90.00 475.00	Rental Sale[a]
"The Uses of Media for Teaching Inquiry"	1 set per school/ district	Holt	162.00 870.00	Rental Sale[b]

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[a] Per film costs: $19.00 Rental: $100.00 Sale.
[b] Per film costs: $28.00 Rental; $150.00 Sale.

4.5 Community relations.

Introducing this program is probably no more critical than introducing any new program, but the authors of the Colorado report state "this material will not be applicable in a community which has a strong bias against finding out anything good about the Soviet Union. Some of the comparisons of decision-making ability show the Soviet Union in a favorable position when compared to the United States"[Ostrom, *et al*, 1969, p. 9].

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the Holt Social Studies Curriculum believe that traditional social studies curricula do not meet the needs of contemporary students because they concentrate on a lecture approach, requiring students to assimilate volumes of facts and generalizations. They believe there has been little attempt to teach students how to make use of this new knowledge. This is partly because a large amount of curriculum development has been at a local level where teachers are usually content oriented and not overly concerned with the learning process. The developers also criticize teacher-developed courses because they often fail to incorporate contemporary research, knowledge, and learning theory.

HSSC was developed to teach students inquiry skills which would help them organize the quantities of information produced each day. The project drew on theories from many scholars, among them Jerome Bruner, Benjamin Bloom, Robert Mager, Donald Oliver, and James Shaver.

5.2 Program development.

HSSC is based on an experimental four-year high school curriculum for able (above-average) students, originally developed at Carnegie-Mellon University. Through a contract with the original Carnegie staff and Holt, Rinehart and Winston, Inc., this curriculum was revised for use by typical students prior to commercial publication. Neither the developers nor the publisher explain their definition of the term "typical."

Comparative Economic Systems followed the same development sequence as the other HSSC courses. This development included the following steps: designing and writing of materials by project staff, initial classroom trials to gather student and teacher feedback and test the effectiveness of the materials and audiovisual components, a second classroom trial, and final revision. The project staff had hoped that the course could be used with experimental and control groups in a four-year setting so that the same students would be exposed to all the courses. Time and budget problems prevented this, but each course underwent a trial of some sort. The staff taught their own courses in these trials, recorded student comments, and observed teacher and student responses to the materials.

Before commerical publication, the course's vocabulary was simplified and some readings were replaced by others more appropriate for the average student.

5.3 Developer's evaluation.

The published version of *Comparative Economic Systems* has not yet undergone formal testing and evaluation. Therefore, the field test summarized below is that of the original Carnegie course for able students.

Experimental and control groups were formed by randomly selecting students from five Pittsburgh public high schools. The mean Otis I.Q. of the experimental group was 125 in comparison to the control's mean of 126. The *Comparative Economic Systems* course was tested during the 1964-1965 school year. The following tests were administered to 463 ninth-grade students (230 experimental and 233 control):

1. *Social Studies STEP Test*, testing social studies skills and interpretive and analytical abilities.

2. *Peltier-Durost Civics and Citizenship Test*, measuring acquisition of information.

3. *Watson-Glaser Critical Thinking Appraisal*, measuring inference, deduction, interpretation, etc.

4. *Form A of the Test of Economic Understanding*, measuring knowledge of major economic concepts.

5.4 Results of evaluation.

On the first three standardized tests, there was no difference between the experimental and control groups. On the *Test of Economic Understanding*, the experimental group performed somewhat better than the comparison group.

The developers administered a questionnaire to students who took the experimental course to determine their attitudes toward it. Many of the students stated that the emphasis on inquiry was the experimental version's primary strength (Fenton and Good, 1967).

5.5 Independent analyses of the program.

Two independent reviews have been conducted. One, done in May 1969, was by three teachers in cooperation with the Social Science Education Consortium, Boulder, Colorado. These teachers taught the *Comparative Economic Systems* course to middle-class students of heterogeneous abilities. In addition to those comments listed in section 4.5 of this report, the analysts drew the following conclusions:

1. They stated that the strong point of the curriculum materials was the audiovisual package. They found the *Book of Readings* to be no change from a traditional textbook. Although it had a different format, students still were not motivated to read the assignments. They reasoned this was in part because the readings were not relevant to the students' lives.

2. The analysts felt that one semester was not enough time because outside sources were used to update the readings and economic terms needed additional clarification.

3. The analysts felt the material was inappropriate for poor minority groups because the content did not apply: "The literature used is the *Saturday Review* type that is so often esoteric and applicable to white middle-class America."

4. The daily use of analytical questioning by the teacher lead to routine and boredom. The analysts felt a variety of teaching strategies was needed to keep student interest high (Ostrom, Trujillo, and Masters, 1968).

A second review of the entire Holt Curriculum done by Norris M. Sanders and Marlin L. Tanck, was published in the April 1970 issue of *Social Education*. Their main critism was a lack of variety in instructional strategies and the fear that "modified discovery through directed discussion could become just as boring as too much exposition"[Sanders and Tanck, 1970, p. 401].

Sanders and Tanck recommend two types of uses for the Holt materials:

1. Use some or all of the courses with able students, adding a variety of instructional patterns; and

2. Select part of the materials for specific goals, such as teaching inquiry skills and value identification, or as enrichment materials [Sanders and Tanck, 1970, p. 401].

5.6 Project funding.

The Carnegie Social Studies Project, the forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U.S. Office of Education.

5.7 Project staff.

Project supervisors were John R. Coleman and Erwin Steinberg; John Coleman was also the author. Co-directors included Edwin Fenton, John Soboslay, Howard Mehlinger, and John M. Good. Audiovisual director was Mitchell P. Lichtenberg and project evaluator was Alfred Hall. Consultants from various academic disciplines and the Pittsburgh public schools are too numerous to mention.

5.8 Present status.

At the present time (1973) Dr. Fenton and staff have contracted with Holt to revise the current materials and write the second edition of HSSC.

The anticipated changes in the second edition are summarized in Dr. Fenton's *A Rationale for the Second Edition of the Holt Social Studies Curriculum* available from Holt. Five basic changes from the first edition are projected: (a) redesigning all textbooks to include both black-and-white and color photographs; (b) lowering of reading levels where they exceeded grade-level standards; (c) developing a new student testing program including objective and essay tests, as well as a test designed to measure attitudes; (d) developing individual and group activity kits for each course designed to individualize the program and to stimulate creative abilities; and (e) making revisions to reflect the lates knowledge about both the content and pedagogy of social studies.

The second edition of *Comparative Political Systems* was published early in 1973. The next three courses in the series will be published in September 1973, with the remainder scheduled for publication in September 1974.

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Comparative Political Systems
(Holt Social Studies Curriculum, HSSC)

Prepared by:

Vicki Ertle
Sandra G. Crosby

INTRODUCTION

This report describes the newly-revised second edition of *Comparative Political Systems*, one of seven courses in the Holt Social Studies Curriculum (HSSC). The other six HSSC reports in this volume describe the first editions of HSSC; publication of second editions of those courses is scheduled to be completed by September, 1974.

Comparative Political Systems, for ninth-grade students, compares the political operations and the beliefs of the citizens in the United States and the Soviet Union, touching also on the Cheyenne Indians. Course materials include primary readings, case studies, recordings, filmstrips, and films.

This second edition differs considerably from the first. The vocabulary has been simplified, the content has been updated to reflect such recent events as the Daniel Ellsberg trial, and an audiovisual kit has been provided to give teachers more varied materials. The kit contains such items as records, filmstrips, and overhead transparencies, and an "Individual and Group Activity" component suggesting such student activities as making a film, conducting local surveys, or making scrapbooks. A testing program, providing objective and essay tests, plus pre- and posttests, is also included in the audiovisual kit.

A detailed teacher's guide has been prepared. It contains daily lesson plan suggestions, a six-page guide to inquiry teaching, a rationale and explanation of the second edition of the Holt curriculum, and learning objectives for students.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *Comparative Political Systems: An Inquiry Approach.*

Format:
One hardcover student text and audiovisual kit containing audiovisuals, individual and group activities, and student tests.

Uniqueness:
The course emphasizes inquiry skills, the scientific proof process, and value clarification; source materials are drawn from magazines, documents, and books.

Content:
A comparison between the political operations and political foundations of the United States and the Soviet Union. Voting behavior, the decision-making process, citizenship, and dissent in each country are among the topics considered.

Suggested use:
A one-semester course for ninth-grade social studies classes; may be used separately or as part of the Holt Social Studies Curriculum for grades 9-12.

Target audience:
Average and above-average ninth-grade students.

Length of use:
One semester.

Aids for teachers:
Extensive teacher's guide contains suggested daily lesson plans, an explanation of the rationale and objectives of the course, and scripts of all audiovisual materials.

Availability:
All materials are available.

Developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center,
Carnegie-Mellon University, Pittsburgh, Pennyslvania 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York,
New York 10017.

GOALS AND OBJECTIVES

1.1 Long-range goals.

According to the developers, the overall objective of the Holt Social Studies Curriculum (HSSC) is to "help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society" [Fenton, *et al.*, p. x]. The authors also believe that the curriculum will foster active participation in the political process, increase the ability to listen to all sides of a disagreement basing decisions on a scientific proof process rather than on emotion, and encourage the desire to continue learning long after leaving the classroom.

1.2 Terminal objectives.

The following course objectives are derived from the overall objective stated above.

1. The Development of Constructive Attitudes Toward Learning:

The HSSC materials and teaching strategies are designed to develop in students a willingness to participate in class activities, positive attitudes towards the value of education, and the preference for systematic inquiry.

2. The Growth of a Positive Self-Image:

The materials are intended to encourage such attitudes in students as "I am intelligent," "Other people respect my opinions," "I can make decisions myself," and "I know what my values are, and I recognize their implications for the way in which I live."

3. Value Clarification:

The authors present controversial issues that challenge the values of the students and prompt them to clarify these values by means of a scientific proof process. The curriculum does not attempt to instill in students any given values or to obtain their support for public policies representing a given value system. Clarification, not consensus, is the goal.

4. The Development of Learning Skills:

The materials are written to develop such skills as reading graphs, charts, and tables; learning from periodicals, newspapers, and government reports; interpreting pictures and audiovisuals; and speaking and writing skills.

5. Growth in the Ability to Use Analytical Inquiry Skills:

Students are taught skills that will enable them to carefully examine alternative solutions to problems. Among these are recognizing a problem from data, formulating hypotheses, and analyzing, evaluating, and interpreting data.

6. The Acquisition of Knowledge:

The following four criteria were used by the authors to select the HSSC content: (a) the materials must help students learn concepts basic to the social sciences, such as citizenship, production, ideology, and social class; (b) the content must suit the interest and needs of American adolescents; (c) the materials should present relevant knowledge about contemporary governmental, economic, and social problems; and (d) the courses must present information on both past and present societies.

1.3 Detailed objectives.

Comparative Political Systems is divided into six units, each of which consists of several readings, or lessons. The teacher's guide specifies learning objectives for each lesson. They are derived from the six major areas discussed in the above section. The following objectives are stated for Reading 56, from a chapter on citizenship in the United States and the Soviet Union:

Developing learning skills:	To be able to gather data from a table.
Developing attitudes toward learning:	To be willing to discuss and defend one's classification system as a member of a small discussion group.
Knowledge goals:	To know three reasons why citizens fail to participate in the political process.

CONTENT AND MATERIALS

2.1 Content focus.

The political systems of three societies are compared: (a) the Cheyenne Indians, as an example of a primitive political system; (b) the United States as a modern democratic system; and (c) the U.S.S.R. as an example of a modern authoritarian system. After the first of six units, most of the comparison focuses on the United States and Russia. The political operations and the ideology of the citizens in each country are examined through primary readings and case studies. Voting behavior, dissent, alienation, and patterns of leadership and decision making in both countries are also compared.

2.2 Content and organization of the subdivisions.

The program materials consist of five components: the student textbook; audiovisual materials such as transparencies, filmstrips, and records; individual and group activities; a testing program; and a teacher's guide.

The student textbook, *Comparative Political Systems: An Inquiry Approach*, has six units, each with a series of readings that are the basis for daily lessons, and an introduction and study questions. Journal articles, novels, diaries and memoirs, and governments documents are among the selections for readings. Briefly, the content of each unit is as follows:

Unit I, "Introduction to Comparative Political Systems," examines political systems in two small societies--World War II American prisoners in a German camp and a tribe of Cheyenne Indians. Students learn about decision-making at these two levels before going on to the more complex systems of the United States and Russia.

Unit II. "Political Culture," compares the political philosophies of the two countries, the U.S. and the U.S.S.R., and examines the frameworks within which the two governments work. Tsarist Russia, political socialization in the Soviet Union, and the forces that shaped the Russian beliefs are also studied.

Unit III, "Political Institutions," begins with an examination of the colonial background of America and proceeds to a study of federalism and the system of checks and balances, individual rights as guaranteed by the Constitution, and the philosophy of the Communist Party in Russia, teaching students the relationship between the party and the government.

Unit IV. "Political Decision-Makers," is concerned with the roles of political leaders, and that a leader's role is defined by the system he serves. American decision-makers are classified as elected, government, party officials, bureaucrats, and judges. Various charts and statistical handouts enable students to study the backgrounds, formal education, religion, race, etc. of representative decision-makers. There are case studies of Congresswoman Shirley Chisholm and the day JFK was assassinated, tables of the backgrounds of Russian officials, and an article from *Newsweek* describing the fall of Khrushchev and the rise of Brezhnev and Kosygin.

Unit V, "Political Decision-Making," studies the kinds of problems each government faces and its decision-making processes. Richard Nixon's decision to send troops to Cambodia is used as an example of decision-making in the United States, supported by readings examining the role of public reaction, the role of media, and the reaction of Congress to the escalation of the war. Among other unit topics are related aspects of the Vietnam War, the Ellsberg Pentagon Papers Case, the Russian decision to invade Czechoslovakia in 1968, and the Soviet judicial system.

Unit VI, "Citizenship," examines the meaning of citizenship and the citizen's role in both political systems. Readings examine how reliable the information that both Americans and Russians receive really is, and explore the question of why some Americans do not vote. Dissent in both countries is examined through case studies.

An appendix to the text contains the constitutions of both the United States and the U.S.S.R.

The audiovisual components consist of overhead transparencies, games, records, simulations, picture cards, single-concept filmstrips, and sound filmstrips. The audiovisuals are to be used only when they can make a point better than the written word; in order to promote inquiry learning no captions appear on the filmstrip pictures, leading students to their own interpretations. Class handouts also supplement the student readings.

An individual and group activity component is provided to tap the creative talents of pupils. It contains student activity books giving instructions for each activity, books of readings on which some activities are based, recordings, sort cards, and worksheets. Appropriate activities are suggested throughout the textbooks; students wishing to pursue a given activity get a detailed description in the student activity book. Some of the activities for *Comparative Political Systems* are developing a scrapbook, interviewing local politicans, making a filmstrip, and conducting a poll on citizenship in one's own school.

A complete set of tests and a teacher's guide are provided.

2.3 Materials provided.

Student materials. The student materials consist of a hard cover, 366-page textbook, audiovisuals, tests, and group and individual activities.

Teacher materials. The teacher materials consist of the teacher's guide and various filmstrips designed for teacher use. The filmstrips, contained in the audiovisual kit, describe the goals and rationale of the curriculum and offer suggestions for inquiry teaching. The teacher's guide includes the rationale for the curriculum, an introduction with detailed suggestions for inquiry teaching, daily lesson suggestions and learning objectives, and an appendix with duplications of all transparencies, scripts of filmstrips, and texts of the recordings.

2.4 Materials not provided.

All materials required to teach the course are provided.

CLASSROOM ACTIVITIES

3.1 Teaching-learning strategy.

The developers of *Comparative Political Systems* recommend that teachers vary teaching techniques to prevent boredom among students. The predominant strategy, however, is directed discussion, in which teachers ask leading questions, guiding the students from data toward generalizations. The authors believe that this technique is best for analytical inquiry, as students are constantly required to hypothesize, use new evidence, and draw conclusions.

Many suggested activities in the course require other kinds of teaching strategies; short lectures, small group activities, student research reports, and short written exercises. Small group discussions are also used extensively.

All recommended teaching strategies are presented in the hope that teachers will not consider them proscriptive; the developers believe teachers should use those methods that work best with individual classes and students.

3.2 Typical lesson.

The following lesson plan, taken from Reading 56, "Citizenship and Voting: The United States and The Soviet Union," is typical of the teaching techniques recommended in *Comparative Political Systems*. "To be able to classify responses to a questionnaire," is stated as a skill objective for the lesson; a knowledge objective reads, "To know three reasons why citizens fail to participate in the political process."

In preparing for the lesson before class, students examine two pieces of information: (a) a comparative voter turnout table from a typical election in both the United States and the Soviet Union: and (b) answers that citizens of Ithaca, New York gave a social scientist when asked to express their feeling about voting and politics.

The lesson begins with the teacher calling on a "typical" student to interpret the voter turnout table and to explain what the statistics indicated about voter participation in the United States and the Soviet Union. After a short discussion, the class divides into groups of five or six students to analyze the responses to the political activity survey. The teacher distributes class handouts of the responses (identical to those found in the student text) and instructs the students to cut or tear the handouts so that each piece of paper contains only one response. Following are examples of responses in the survey:

> Voting doesn't make that much difference. What can an individual do about it? He can't really do much.

> Once a man is elected and he turns out (to be) no good, it is too late to do anything about it. They might not do what they say. Either they can't do it, or they say, "I'm in now, so I don't have to do it."
>
> My vote will always count, yet one vote one way or the other doesn't make much difference.

The students are then told to group the responses according to their hypotheses about why citizens failed to take part in the political process. After the groups have worked together on their theories, one group is asked to report the hypotheses it identified. Other groups can add to the classification or comment on the various hypotheses. Usually the following three are identified: (a) political activity often seems threatening; (b) political activity often seems futile; and (c) some people lack incentive and interest to participate.

After all groups have discussed their hypotheses, the teacher opens up class discussion by asking, "Do these responses indicate that nonparticipants are satisfied with a parochial (limited awareness) or subject (passive) relationship to the political system?" Discussion on this topic concludes the lesson.

3.3 Evaluation of students.

Objective tests to measure knowledge and essay tests to evaluate inquiry skills are provided. To help teachers determine changes in attitudes, self-concepts, and values, a pre- and posttest especially designed for the course are also provided. The developers recommend that teachers also use assigned papers and classroom observation as additional indicators of student progress.

3.4 Out-of-class preparation.

Teacher. Before class periods, teachers should review the lesson plan suggestions in the teacher's guide, read the student materials, and secure audiovisual equipment if required.

Student. One reading per night is usually assigned as homework. Students also prepare for class by answering the study questions preceding the readings.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

A duplicating machine, filmstrip projector, overhead projector, screen, and phonograph are required.

4.2 Student prerequisites.

The materials are designed for students of average and above-average ability. Reading is essential to the course and poor readers may have difficulty. This second edition of the materials reflects the authors' concern with making the program more appropriate for average students. They have simplified the vocabulary somewhat and have added more activities that do not require reading.

4.3 Teacher prerequisites.

The developers state that no formal requirements are necessary to teach the course. The teacher's guide should provide teachers with the necessary information to teach the course confidently. The guide contains a special six-page section on 13 suggestions for inquiry teaching written by Edwin Fenton, General Editor of HSSC and Judy deTuncq, a consultant for Holt, Rinehart and Winston. The audiovisual kit also contains a filmstrip for teachers outlining the goals and objectives of *Comparative Political Systems* as well as an overview of the entire Holt curriculum.

Consultant services are also available from the publisher.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students				
Textbook	1 per student	Holt, Rinehart & Winston	$ 3.99	Reusable
Audiovisual kit (audiovisuals, tests, individual and group activities)	1 per class/school	Holt, Rinehart & Winston	$160.00	Reusable
Teacher				
Teacher's guide	1 per teacher	Holt, Rinehart & Winston	$ 2.31 (tentative)	Reusable

4.5 Community relations.

Introducing this program into the schools should not cause any difficulties.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The HSSC developers believe that traditional social studies curricula fail to meet the needs of contemporary students because they concentrate on a lecture approach and require students to memorize a large number of facts. Such an approach, they contend, does not teach students how to cope intelligently with quantities of information. The authors of the Holt curriculum believe that with well-developed inquiry skills students will be able to cope with the large amount and variety of information transmitted daily in the late twentieth century.

5.2 Program development.

The Holt series is based on an experimental four-year high school curriculum for able students, originally developed at the Carnegie-Mellon University. Before commercial publication, Holt, Rinehart and Winston, Inc. contracted with the original Carnegie staff under the direction of Edwin Fenton to revise the program for use with average ability students. The first edition was published in 1967, the second edition in Spring 1973. The second edition incorporates new knowledge in learning theory, curriculum construction, and social science.

The seven Holt courses all followed the same development pattern: design and writing of materials by project staff; initial classroom trials; revision based on these trials; a second classroom trial; and final revision.

5.3 Developer's evaluation.

The published version of the Holt curriculum has not been tested against a traditional curriculum. The prototype of the course, the original Carnegie course for able students, did undergo formal testing which provided the basis for the revisions in the published version. Following is a brief summary of the field test for the experimental version of *Comparative Political Systems*.

Experimental and control groups were formed by a random selection of students in five Pittsburgh, Pennsylvania schools. The course was tested during the 1964-65 school year. The following tests were administered to a total of 463 ninth-grade students (230 experimental and 233 control):

1. *Social Studies STEP Test:* testing social studies skills and interpretive and analytical abilities.
2. *Peltier-Durost Civics and Citizenship Test:* measuring acquisition of information.
3. *Watson-Glaser Critical Thinking Appraisal:* measuring inference, deduction, interpretation, etc.

The Carnegie staff-designed "Test of Social Studies Inquiry Skills (CTSSIS)" was developed to measure inquiry skills. A subjective questionnaire was also given to students who took the experimental course.

5.4 Results of evaluation.

Results of the standardized tests showed that the experimental and control groups performed equally on the STEP test. Experimental groups scored higher than control students on both the Peltier-Durost and Watson-Glaser tests.

On the staff-designed CTSSIS test experimental classes scored considerably higher than control students. According to the developers, the questionnaire indicated that the majority of the students preferred the experimental course to traditional courses they had taken.

5.5 Independent analyses of the program.

No review has been done on the second edition *Comparative Political Systems* course. A team of teachers in cooperation with the Social Science Education Consortium in Boulder, Colorado reviewed the first edition *Comparative Political Systems* course in February 1969, but it is considered outdated in light of the revised materials.

Two other reviews on the Holt curriculum (first edition) have appeared in the journal *Social Education*. Readers may find summaries of these reviews in Section 5.5 of the reports in this volume describing the other Holt courses.

5.6 Project funding.

The Carnegie Social Studies Project, forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U.S. Office of Education.

5.7 Project staff.

Professor Edwin Fenton is the director of the Social Studies Curriculum Center. In preparing *Comparative Political Systems*, he was assisted by Anthony N. Penna, Mindella Schultz, Judy de Tuncq, and Terry Gilbreth. Space prohibits the naming of the many consultants from various academic disciplines, the teachers participating in the trials, and the staff at Holt, Rinehart, and Winston who assisted in the revisions for both the first and second editions of the materials.

5.8 Present status.

Staff from the Social Studies Curriculum Center and Holt, Rinehart, and Winston are currently preparing the remaining six Holt courses for second-edition release. *Comparative Economic Systems, The Shaping of Western Society*, and *Tradition and Change in Four Societies* will be available in September 1973. The remaining three courses, *A New History of the United States, Introduction to the Behavioral Sciences*, and *The Humanities in Three Cities* will be published in September 1974.

REFERENCES

Adelson, N. C. and Crosby, S. G. *The American Government Information Unit.* San Francisco: Far West Laboratory for Educational Research and Development, 1971.

Fenton, E. *et al. Teacher's Guide for Comparative Political Systems,* New York: Holt, Rinehart and Winston, Inc., 1973.

Concepts and Inquiry

Prepared by:

Vicki Ertle
Sandra G. Crosby

INTRODUCTION

Concepts and Inquiry is a K-12 sequential social science curriculum developed by the Educational Research Council of America. The three courses for grades 7-9 are described in this report. However, emphasis is given to the published seventh-grade course, *Challenges of Our Time*, because it represents the format of the published version of the curriculum. Content information is provided for the experimental eighth- and ninth-grade courses, *Six Generations of Americans* and *The Price of Freedom*. Revised versions will be published in 1973 and 1975, respectively.

All three courses reflect the curriculum's emphasis on learning concepts and skills rather than on memorizing historical facts. Concepts from the disciplines of history, geography, economics, sociology, anthropology, philosophy, religion, psychology, and political science are presented repeatedly in the student materials.

Challenges in Our Time is a study of major aspects of recent and contemporary history, emphasizing world affairs and developments in the U. S. *Six Generations of Americans* examines the historical generations bridging 1730 to 1910. *The Price of Freedom* focuses on the study of the politics and economics of the United States.

Although the authors do not prescribe a specific instructional strategy, they endorse inquiry techniques. Detailed teacher's manuals suggest many student activities involving use of Socratic dialogue, role playing, and debates.

BASIC INFORMATION

Program name:
Concepts and Inquiry series: *Challenges of Our Time* (Grade 7), *Six Generations of Americans* (Grade 8), and *The Price of Freedom* (Grade 9).

Format:
Three one-year courses for use in social studies classes.

Uniqueness:
Courses structured to teach social science concepts and skills; student inquiry emphasized.

Content:
Concepts from all the social sciences; *Challenges of Our Time* studies recent history, focusing on the United States and world affairs. *Six Generations of Americans* looks at American history from 1730-1910. *The Price of Freedom* examines the politics and economics of the United States.

Suggested use:
Each course is designed as a one-year course, although conceivably parts of the student materials could be used in one-semester courses.

Target audience:
Students of average abilities in grades 7, 8, 9.

Aids for teachers:
Detailed teacher's manuals provide many teaching suggestions and list resources, but do not outline lesson plans.

Availability:
Challenges of Our Time (Grade 7) commercially available. *Six Generations of Americans* is currently available only in the 1967 experimental version; commercial publication expected in Fall, 1973. *The Price of Freedom* is also available only in experimental version; commercial publication is expected in 1975.

Developers:
Raymond English, Director/Educational Research Council Social Studies Project.

Publisher:
Challenges of Our Time: Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210. *Six Generations of Americans* and *The Price of Freedom:* Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

GOALS AND OBJECTIVES

1.1 Long-range goals.

Equipping students with the skills, knowledge, and values necessary to live in a free, democratic society is the overall goal of the *Concept and Inquiry* series. The authors contend that continual exposure to social science concepts by means of a sequentially developed curriculum will provide students with "a basis for prudent judgments and decisions in practical matters affecting the individual, his relations with others, and the policies of the groups of which he is a member, including his nation" [Educational Research Council, p.1].

1.2 Terminal objectives.

The authors expect that students will develop the following skills during and upon completion of the entire curriculum:

1. The ability to make sound judgments.
2. The ability to inquire, hypothesize, gather evidence, verify, generalize, and synthesize.
3. The ability to use the techniques, methods, and skills of the social scientists, and to know when to refer to experts for advice.
4. The ability to critically and objectively analyze the problems of society.
5. The ability to examine values critically.
6. The ability to participate effectively in the political, economic, and social life of the country.
7. The ability to examine rationally the structure of the political and economic facets of the United States [Adelson and Crosby, p. 245].

In addition, the developers expect the program to teach the "controlling ideas" of man's cultures -- such as religious beliefs, ideas of right and wrong, conventions about manners -- as well as certain universal values shared by men everywhere.

1.3 Detailed objectives.

The introduction to the teacher's manual of *Challenges of Our Time* lists seven behavioral objectives for the course, of which the following are examples:

1. The student should continue to develop an understanding of the social science disciplines and an ability to use them in analyzing and judging social issues. He should be able to define each discipline and its main concerns.
2. The student should be able to define the technological revolution and indicate its beginning (the 1870's). He should be able to explain its accelerating pace and some of the social consequences, both good and bad.

In addition to these behavioral objectives, chapter "objectives" written in question form are stated in the teacher's manual. These questions are keyed to concepts introduced in each chapter and are worded in the following manner:

Concepts	Objectives
Human ecology	How has technology affected man's adaptation to and control of his environment?
Urban geography	How does the technological revolution affect urban growth and urban decay?

The developers state that these objectives are "questions to be developed," which should show teachers whether students understand the concepts and can apply them to material presented in the chapters.

Specific objectives for each unit or chapter are not stated for *Six Generations of Americans* or *The Price of Freedom.* Presumably the published versions will follow the format described above.

CONTENT AND MATERIAL

2.1 Content focus.

Concepts and skills are emphasized in the *Concepts and Inquiry* curriculum rather than rote memorization of historical facts. Social science concepts are taught as mutually supportive ideas that students can use to analyze given situations and problems. The following social science disciplines are represented in all the *Concepts and Inquiry* courses: history, geography, economics, sociology-anthropology, philosophy-religion-psychology, and political science. In addition to social science concepts, the materials focus on "controlling ideas" or values of various cultures and on such universal values as justice, condemnation of murder, and the responsibility of parents for children, which the developers consider common to all men.

2.2 Content and organization of the courses.

Following are brief descriptions of the three programs, *Challenges of Our Time*, *Six Generations of Americans*, and *The Price of Freedom.*

Grade Seven, *Challenges of Our Time*: This course is a study of major aspects of recent and contemporary history, emphasizing world affairs and developments in the United States. The developers recommend using all four volumes of the course to form a one-year course, although the teacher's manual notes the possibility of using only two of the volumes in classes where state history and state government are taught at the seventh-grade level. Each volume contains an introduction and a conclusion.

Volume I, "Technology: Promises and Problems" discusses the social sciences and ethics, the scientific revolution and the achievements of such men as Galileo and Darwin; the technological revolution and the many ways in which science and industry have changed man's life style; and man and his environment and the various threats to the ecological equilibrium of the world.

"Prejudice and Discrimination," Volume II, is a study of man as a social, group-forming being and his attendant problems. Through narratives richly illustrated with photographs of contemporary scenes, students examine the prejudices, competition, and conflicts that arise between ethnic groups. Both racial and religious discrimination are discussed, with emphasis given to all major minority groups in the United States and to the Jews under Nazi rule.

In Volume III, "Nations in Action: International Tensions," students explore another aspect of group relations, international affairs. They are introduced to concepts such as balance of power, nationalism, and ideology as it influences world affairs, then to a series of historical developments. American foreign policy since 1945 is examined last, with emphasis on techniques for analyzing such developments as the recent Asian war.

The last volume, "Choices and Decisions: Economics and Society," presents such concepts as recession, depression, deflation, GNP, and laissez faire. The American economy from 1870-1920, the Great Depression and recovery, consumer economics, and the major ideologies of our time are all chapter subjects. The last chapter deals with the problem of alienation and what happens when socialization fails. Drug addiction, social activism, and revolutionary action are explored.

A fifth student volume is a supplementary area study entitled "Lands of Africa" which reviews skills and geographical concepts, the cultures and civilizations of medieval Africa, culture contact, the imperial-colonial period, and contemporary Africa. Students also examine the impact of Western ideas and technology on traditional Africa.

Grade Eight, *Six Generations of Americans:* This course in United States history from 1730-1880 consists of five parts, each concerned with one major period, as represented by a historical generation.

In Part I, "The Colonies," the settlements along the Atlantic seaboard, the colonial way of life, the influence of religion on the colonialists, and the threat posed by the French forces are discussed. Francis Parkman and Pontiac are key figures of the unit.

Part II, "Independence and the Constitution" (1765-1800), discusses secession, dictatorship, and treason, as reflected by the events leading up to the American Revolution and the war itself. The Articles of Confederation, the drafting of the Constitution, the Federalist Era, and Alexander Hamilton are also topics of this unit.

"Nationalism and Sectionalism," Part III, (1800-1828), examines the major challenges of this generation -- consolidation of differing parties, territorial expansion, and foreign policy -- the administrations of Jefferson, Madison, and Monroe, the War of 1812, and three influential men, John Marshall, John Quincy Adams, and John Randolph, are the subjects of the last three chapters.

Part IV, "A House Dividing," surveys the challenges faced by the ante-bellum generation -- a growing democratic spirit, a vigorous two-party system, sectionalism vs. nationalism, expansion and manifest destiny, immigration, and slavery. Case studies of Andrew Jackson, the expansion of the railroad, a short history of slavery with the southern and northern viewpoints, and "portraits" of such period personalities as Nat Turner, William Lloyd Garrison, and Harriet Beecher Stowe are all included in the unit.

"Civil War and Reconstruction," Part V, is a study of the events of 1850-1880. The Compromise of 1850, the Dred Scott Decision of 1857, secession, the Civil War itself, Abraham Lincoln, Robert E. Lee, the problems of Reconstruction, the white backlash, and the emergence of Ulysses S. Grant as a national leader are all topics of study. The unit closes with a "portrait gallery" of well-known people of this era.

The revised, published version of the course, to be entitled *The Generations of Americans*, will consist of ten volumes covering pre-colonial times to the present. (Originally a sixth volume was planned to conclude with 1963).

Grade Nine, *The Price of Freedom:* Power, authority, the nature of laws, the roles of parties and pressure groups, and revolution are studied, particularly as represented by institutions in the United States.

Parts I and II in one student book, "Analyzing Politics," introduce the study of politics. The aims and responsibilities of the United States government, free enterprise, militarism, and nationalism and their relation to government power, are all topics of study. Excerpts from Aristotle, Karl Marx, James Mill and Plato illustrate arguments on the necessity of government and the danger of too much governmental power. The political, financial, and legal processes of urban government are also considered.

"The Federal System," Parts III and IV, looks at state and national government. The obligations of citizenship, the structure and evolution of the U. S. federal system, and the processes of state government are subjects of study. Increasing federal encroachment in states' rights is illustrated by recent court decisions.

In Part Five, "Scarcity and Economic Decisions," short readings illustrates the economic concepts of scarcity, production, distribution, supply and demand, goods and services, profits, resources, and growth potential.

Part Six, "Flows of Goods and Money," treats the GNP, income, price levels, per capita output, balance of payments, injections, and quality vs. quantity production.

2.3 Materials provided.

Student materials. In *Challenges of Our Time* there are four paperbound student volumes and one paperbound area study on Africa. *Six Generations of America* consists of five paperbound student units; *The Price of Freedom* contains four paperbound texts.

Teacher materials. A comprehensive teacher's manual is available for each of the student volumes in *Challenges of Our Time*, all with these sections: (a) theme of the text; (b) concepts and objectives for each chapter; (c) background information designed to help the teacher understand the concepts presented; (d) teaching suggestions to help stimulate student interest and reinforce previously introduced concepts, (e) an introductory inquiry activity for the same purpose; (f) notes on questions asked in the student texts; and (g) recommended student activities. At the end of each guide there are lists of films and books teachers may want to use, in addition to sample evaluative exercises.

The experimental version of *Six Generations of America* has teacher manuals for the first three student texts only; the published version will provide one for each student booklet. *The Price of Freedom* has one manual for each of the four student texts.

2.4 Materials not provided.

Teacher's guides for all three courses contain resource lists with bibliographic references and sources for films, filmstrips, and tapes, which teachers must secure on their own. Printed student tests are not yet available for any of the courses. All of the teacher manuals for these courses provide some sample test questions and small quizzes, but no formal evaluative tests.

CLASSROOM STRATEGY

3.1 Teaching-learning strategy.

The *Concepts and Inquiry* curriculum endorses an inquiry approach to learning and emphasizes learning "how to think" about vital issues and events rather than memorizing historical facts. Students are encouraged to formulate their own questions and conclusions, taking into consideration the pieces of evidence they analyze. The developers state that the teacher's function is that "of a responsible citizen guiding others to become responsible citizens" [Educational Research Council, p. 12]. They believe teachers should be guides, indicating potential problems and suggesting solutions where needed.

The developers believe that since "teaching is an art" no attempts should be made to impose a particular method of instruction. Extensive suggestions for student activities range from the use of the Socratic dialogue and inductive investigations to role playing and small group reports.

3.2 Typical lesson.

As already stated, teachers are expected to plan their own instructional strategy, choosing among such techniques as lecture, exposition, the Socratic dialogue, discussion, case studies reading, research reports, role playing, and debates. They may schedule visits to agencies of the local government, business, or community offices, or show some of the many suggested films. Student activities typically include reading, recitation, discussion, and various problem-solving exercises.

Following are suggested student activities from *Technology: Promises and Problems* in the seventh-grade *Challenges of Our Time* course:

> Make a time line that shows the dates (approximate or exact) at which various important scientific discoveries were made or various important theories about the world of nature or mathematics were first espoused from the time of the Sumerians to the sixteenth century A.D.
>
> Bring to class several horoscopes from newspapers and magazines and compare the predictions or characteristics listed for a number of astrological signs. Discuss the source of astrological signs and why many people believe in astrology. Discuss whether or not astrology is based on the scientific method.

Set up a committee to write for information and materials on specific topics to government, business, and political organizations.

Have students research and report on the condition of lakes and rivers in your community. Have them compare their present condition with their condition 25 or 50 years ago.

As a culminating activity to the volume ask the class to "brainstorm" about the idea of "The World in A.D. 2000" and to build a composite imaginative picture.

3.3 Evaluation of students.

For *Challenges of Our Time* seven "behavioral indications" or test samples have been prepared, which may be used to evaluate students on the behavioral objectives of the course. The published versions of *Six Generations of Americans* and *The Price of Freedom* will also have such items. The Educational Research Council is preparing student tests for the *Concepts and Inquiry* curriculum, but no publication date has been set.

3.4 Out-of-class preparation.

Teacher. No lesson plans are provided. Teachers must plan each day's activities, select the appropriate teaching strategies and activities, and write any desired tests. Daily consultation of the teacher manual and student text is recommended for background information on the material being studied.

Student. Student preparation consists primarily of reading assignments in the texts and reviewing the discussion questions. Other out-of-class work depends on the activities assigned by the teacher.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities or arrangements are necessary, although access to audiovisual equipment is necessary if suggested resources are used.

4.2 Student prerequisites.

No specific student skills as listed as necessary for success in the courses. Because the three courses described here are part of a sequential thirteen-year program, students who have not had earlier courses in the series may have some difficulty at first in understanding the concepts. In such cases teachers should take special care to check student understanding of the concepts presented.

4.3 Teacher prerequisites and training.

No special training is required to teach the course. Both Allyn and Bacon and the Educational Research Council have consultants available to help those teachers and districts desiring assistance. The services from Allyn and Bacon are free; ERC charges a consultant fee. Contact these two organizations directly for more detailed information.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Student				
Challenges of Our Time: 4 texts	1 per student	Allyn & Bacon	$2.55-2.67	Reusable
Area study, "Lands of Africa"	1 per student	Allyn & Bacon	Not established	Reusable
Six Generations of Americans (experimental version): 5 texts	1 per student	ERC	$2.20	Reusable
The Price of Freedom (experimental version): 4 texts	1 per student	ERC	$2.80	Reusable
Teacher materials				
Challenges of Our Time: 5 teacher manuals	1 per teacher	Allyn & Bacon	Not established	Reusable
Six Generations of Americans (experimental version): 3 teacher manuals	1 per teacher	ERC	$4.30	Reusable
The Price of Freedom (experimental version): 4 teacher manuals	1 per teacher	ERC	$4.30	Reusable

4.5 Community relations.

The developers expect that introducing these courses into the schools should present no special problems.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Concepts and Inquiry was developed in reaction to traditional social studies programs which the Educational Research Council developers objected to on the grounds that they approach social studies as divisible bodies of content, are organized around facts rather than around concepts and methods of social science, rely too heavily on learning facts instead of problem solving, and are primarily teacher centered.

5.2 Program development.

The development of the junior and senior high courses in the curriculum began with a series of meetings with scholars from the various social science disciplines represented in the series. Each scholar identified the major concepts in his discipline which he believed should be treated in a sound social studies program. Next, the ERC staff and consultants selected the content areas within which the chosen concepts could be developed. After preliminary drafts of the materials were prepared, the courses were field tested in member school systems of the Educational Research Council. The materials were subsequently revised and retested until they were considered ready for all schools.

5.3 Developer's evaluation.

The ERC developers have established an informal evaluation system for the three grade 7-9 courses.

Field representatives visit each pilot teacher involved in the field tests, making classroom observations and conducting interviews. Pilot teachers complete four questionnaires a year. Most of the evaluation has involved schools of the greater Cleveland area. The developers state that the schools involved come from primarily suburban schools, although inner-city and rural schools are also used.

5.4 Results of evaluation.

Data are not available for the grade 7 course. ERC would not release information gathered on the experimental version, preferring to rely on evaluation of the published version, for which information is still being collected.

On questionnaires prepared for the experimental version of the 8th grade course, *Six Generations of Americans,* teachers indicated a need for additional content on "pre-Columbus America" and contemporary America, and for more inquiry activities. They also reported that the readability level of the materials was too high. ERC staff state that they have lowered the reading level for the published version and have altered the content in response to the teachers' recommendations.

Although ERC has drawn no specific conclusions about the grade 9 course based on responses to teachers questionnaires, they have lowered the reading level and added new teaching strategies.

5.5 Independent analyses of the program.

Two independent reviews of the *Concepts and Inquiry* curriculum have been published in two separate issues of the journal *Social Education.* The first, in April 1970, reviewed only the experimental version, which is undergoing major revisions before commercial publication.

Although the review in the November, 1972 issue was concerned primarily with the courses for grades K-6, the following quotation may offer some insight into the complete program:

> In the analyst's opinion, these materials are consonant with the NCSS Guidelines. Through careful use of activities and resources in the Teacher's Guides, the program offers choice, variety, and flexibility. The real-world emphasis is stressed in the kinds of communities and world areas treated, but the American communities do not include representative urban or ethnic groups...The reading level and abstractions are best suited to students or the middle or upper socio-economic classes [Social Science Education Consortium, p. 745].

5.6 Project funding.

Funding for all ERC development comes from three sources: business and foundation grants; membership fees paid by participating school districts; and royalties on published materials. No federal money has been involved.

5.7 Project staff.

Robert English is the director of the Social Studies Project. Key personnel on the *Challenges of Our Time* course included Marie M. Richards, Agnes M. Michnay, and Mary C. McCarthy. Research assistants, consultants, and editors have also been involved in preparing the three courses described here.

5.8 Present status.

Six Generations of Americans is currently being readied for final publication in Fall 1973 by Allyn and Bacon under the title *The Generations of Americans.*

The Price of Freedom is projected for publication for the school year 1975-76. The courses for grades 10-12 are still in various stages of development.

New projects. The ERC staff is currently working on three new nine-week minicourses, *Youth and the Law,* for junior high students; *American Foreign and Defense Policies,* for junior and senior high; and *Consumer Economics*, for grades 10-12. Experimental versions of all three courses should be available from ERC in Fall 1973.

REFERENCES

Adelson, N. C. and Crosby, S. G. *The American Government Information Unit.* San Francisco: Far West Laboratory for Educational Research and Development, 1971.

Educational Research Council of America. *Teacher's Guide to Technology: Promises and Problems.* Boston: Allyn and Bacon, 1972.

Social Science Education Consortium. Evaluation of curricular projects, programs, and materials. *Social Education.* 1972, 36 (7).

Economic Curricular Materials for Secondary Schools

Prepared by:

Merle M. Knight

INTRODUCTION

Developed as part of the U.S. Office of Education's Project Social Studies, *Economics Curricular Materials* is designed as a one-semester ninth-grade course. The program materials are based on a well-defined conceptual structure of economics, reflecting the author's belief that economics can best be learned by examining the many concepts of the discipline. The course is divided into three major sections, each focusing on a major idea: (a) scarcity; (b) flows of goods, services, and money; and (c) coordination of economic activity. The analytical themes of marginal analysis and institutions are found in all three sections.

A student text leads the student through the various activities designed to unfold basic economic concepts, their relationships, and applications. These activities vary from short readings and research projects to games and mathematics problems. All activities are designed to reach the objectives of the course, but are interesting enough to hold students' interest.

A teacher's guide contains a descriptive rationale and detailed strategies for teaching the content of each unit. While the guide is quite thorough, some teachers may have to spend considerable out-of-class time preparing for daily lessons.

BASIC INFORMATION

Program name:
Economics Curricular Materials for Secondary Schools

Format:
Student text which contains narrative materials, as well as instructions and materials needed for games, written exercises, and other learning activities; no audiovisual materials provided.

Uniqueness:
An unfolding structure of economics is presented in which mastery of one concept is necessary before the next is studied. Thus the students' ability to reason becomes more highly developed.

Content:
18 units are grouped into three divisions according to three major concepts: scarcity, flows, and coordination. Two analytical tools, marginal analysis and institutions, are used in each division.

Suggested use:
The materials were developed for a ninth-grade social studies class and fit easily into the traditional civics program taught at this level.

Target audience:
The materials are well suited to average ninth-graders.

Length of use:
The materials were designed for a one-semester course.

Aids for teachers:
A Teacher's Guide and Final Report are available.

Availability:
All materials are available.

Director/developer:
Meno Lovenstein/Ohio Council on Economic Education, Department of Economic Education, College of Business Administration, Ohio University, Athens, Ohio 45701.

Publisher:
Ohio Council on Economic Education, Department of Economic Education, College of Business Administration, Ohio University, Athens, Ohio 45701.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

The developer believes that students can learn to deal with societal problems, especially economic problems, through classroom study. He believes that a well-developed conceptual structure of economics is the most effective way to enable students to grasp the nature of economic problems.

1.1 Long-range goals.

The developer believes that by studying the structure of economics using a discovery approach to learning, students will be able to acquire economic understanding. The structure approach "unfolds" a sequence of economic concepts and discovery maximizes the students' roles as investigators. Students can therefore learn to think independently and reflectively, and to examine their beliefs and modify or affirm them in light of evidence gained through skill in economic analysis. Society benefits since the same methodology can be used in the solution of social problems in general.

1.2 Terminal objectives.

The developer states that "the basic approach in these materials is to demonstrate the value of structure in the teaching of economics." This emphasis on structure should help both the teacher and the student reach five cognitive objectives:

1. to recognize the value of a disciplined analysis
2. to rediscover the economic concepts in an orderly unfolding
3. to demonstrate reasoning about economics
4. to retain the orientation
5. to relate economic analysis to economic policy [USOE, 1966, p. 85].

Although no general affective objectives are stated, it seems clear that the developer hopes the student will develop a good attitude toward economics as a structured discipline and toward scientific reasoning.

1.3 Detailed objectives.

Detailed objectives are listed by units in Appendix A of the Teacher's Guide. Although the objectives are stated in limited behavioral terms, the developer does not indicate how they can be measured.

A random sampling of detailed objectives taken from the Guide follows:

1. To classify goods and services into those intended for consumers and those intended for producers.
2. To make a sequence of decisions about what to produce under a given set of conditions.
3. To calculate the constant GNP per capita for a given year from relevant data.
4. To distinguish between a traditional economy and a market economy.

CONTENT AND MATERIALS

2.1 Content focus.

The 18 units are developed around three major concepts: scarcity; flows of goods, services, and money; and coordination of economic activity. Each of these concepts is studied using two analytical themes: marginal analysis and institutions.

The developer explains the content of these materials using the following chart:

Major categories/Analytical themes	Scarcity and basic economic decisions	Flows of goods, services, and money	Coordination of economic activity
Marginal analysis	Units 1-6	Units 7-14	Units 15-18
Institutions	Units 1-6	Units 7-14	Units 15-18

2.2 Content and organization of the subdivisions.

The student materials are divided into 18 units. The preceding chart summarizes the content of each of these units.

Unit 12 is a good example of how a variety of learning activities is used to present an economic concept.

The unit opens with a short story entitled "Welsh's Warehouse," which is set in a prison camp. The story illustrates the basic functions of money and the requirements an article must meet in order to be used as money. The students then act out a play, entitled "Checks as Money." In it, Hal, a paperboy, opens an account at the bank. The dialogue between Hal and the banker reveals how checks are used as a form of money in the United States. The play is followed by a short reading which shows how money is a social invention and how various kinds of financial institutions have been developed to regulate money. The reading acts as a transition to a game which illustrates the need for a financial institution to act as a clearing house for persons who wish to lend or borrow money. In this game, students are required to do some simple mathematical problems while carrying on their transactions.

In analyzing this unit for conceptual structure, one finds that the concept "scarcity" is studied by considering how some goods and services are more scarce than others. These relative values, measured in money, are expressed as prices.

The concept "flows" is examined when the materials focus on the roles of money and how these roles provide a quantitative basis for this concept. A focus on "coordination" occurs when the emphasis moves to money and financial institutions and how they provide linkages and channels through which economic activity can be organized and directed.

Economic decisions and choices to be made use the tool "marginal analysis." "Institutions" are illustrated through the study of the existence of money, its function, and the financial intermediaries which facilitate money flows.

The entire course is based on an unfolding structure of economics concepts. As the student works through a series of inquiries, a concept or concepts become increasingly definitive and complex. For example, "scarcity" is not presented initially as a basic definition. Its meaning is rather simple in early units but becomes more complex in later units.

The materials in Unit 18 present a model for scientific investigation in economics. It involves the following steps:

1. Statement of the problem.
2. Previous solution of the problem.
3. Constructing new alternatives.
4. Evaluation of alternatives.

2.3 Materials provided.

Student materials. The text, *Student Materials for the Study of Economics in the Ninth Grade,* is a 176-page, 8-1/2" x 11", mimeographed, paperbound book containing everything the student needs.

Teacher materials. The Teacher's Guide is a 410-page, 8-1/2" x 11", mimeographed, classic ring-bound book. It contains sequence outlines for each unit, comments on the content, discussion of the learning process, notes on learning situations, suggestions to the teacher, teacher questions, and student materials.

A Final Report of the Project to the USOE is also available. It contains the student text, Teacher's Guide, two introductory position papers, evaluative data, and the instruments used to gather these data. The report is a 935-page, 8-1/2" x 11", mimeographed, clothbound book.

2.4 Materials not provided.

All materials are supplied.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The developer believes that students can discover the ordering of economic concepts through the ordering of experiences. Thus, the conclusion reached in one inquiry becomes the basis for carrying out further inquiries. These are initiated through the use of dialogues, plays, readings, written exercises, mathematics problems, discussions, games, problem questions, charts, tables, diagrams, and illustrations. The developer believes that the logic of economics as a discipline can be discovered through these problem study situations. Each unit is thus built around a series of "learning situations."

3.2 Typical lesson.

Most lessons begin with a one-paragraph introduction which leads the student into the first learning situation. This is usually a reading or play. The student is then asked to study statistical tables, charts, graphs, or illustrations which require him to calculate answers to a number of problems. Sometimes a play or game follows this activity. The teacher leads class discussions during each learning situation.

Unit 1 begins with a five-minute play in which the concept "scarcity" is initially presented. The teacher asks a series of questions to focus the students' attention on important elements in the play, namely that needs imply necessities and wants include not only necessities, but also luxuries. Then each student makes a list of ten things he wants, ranking them according to those most wanted and least wanted. He is also asked to define the difference between necessities and luxuries.

Next, students study a number of illustrations of goods and services. Then each student lists five things he spent money on during the past week. He categorizes these according to goods or services. He reads in the text that goods and services can be subdivided into consumer goods and services and producer goods and services. The student is asked to list five businesses in the community which provide consumer goods and services, five which provide producer goods and services, and one which provides both.

Afterwards, students are given an imaginary Department of Commerce survey which helps to explain the economic behavior of people. Based on the survey, the students are asked to group items according to wants, and goods and services available. Finally, each student lists six given items according to their relative degree of scarcity.

During each step the teacher asks probing questions to help the students understand the content of the activities in which they have just participated.

3.3 Evaluation of students.

No measures are provided, but presumably the teacher could evaluate the students on the basis of their performance in class activities and/or written or oral examination.

3.4 Out-of-class preparation.

Teacher. Careful teacher preparation will probably be necessary for successful teaching of these materials. Two to four hours of preparation per night would not be an unrealistic estimate.

Student. Most of the work can be done in the regular class period. None of the readings would take the average student more than ten minutes. However, since a large amount of material must be covered in the course, the teacher may feel that homework assignments are necessary.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The materials are suitable for regular classroom situations and don't particularly lend themselves to team teaching. The plays and games require a little flexibility in furniture arrangement. Other than that, little in the way of special equipment or administrative assistance is necessary.

4.2 Student prerequisites.

The project was developed for average ninth graders. The evaluation showed that above-average students did exceptionally well, but that average students failed to grasp the unfolding structure of economics. The developer states that the competence of the teacher could explain the lack of success on the part of some students. The course could presumably be used by average students in grade 10 or higher.

4.3 Teacher prerequisites and training.

Because of the nature of the course, the teacher should have a good background in economics. If he has had little training in this field, careful attention to the Teacher's Guide and related materials would be desirable.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Student text	1 per student	Ohio Council on Economic Education	$1.70	Yearly
Teacher's Guide	1 per teacher	Ohio Council on Economic Education	$7.50	Reusable

4.5 Community relations.

Since the materials are geared to the study of economics as a discipline and not to economic issues, there should be no particular problem with community acceptance.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developer feels that a wide gulf exists between economists and educationists. The conventional ordering of economic concepts is inadequate since it does not take into account the intellectual skills and psychological factors involved in the organization and presentation of economics. According to the developer, the traditional approach mixes principles with institutions and confuses students by introducing controlled models that have very little to do with the students' experience in the real world. The developer's discipline-centered curriculum is based on the theory that structure is paramount. It is hoped that the student will discover the structure of economics as a result of this approach.

5.2 Program development.

In 1962 Meno Lovenstein and a staff prepared a proposal for developing an economics curriculum for ninth-grade social studies students. A discipline-centered approach to economics provided the organizing principle for the project.

Preparation of teacher and student materials followed. After field testing the materials, a variety of evaluation instruments was used to test the success of the program. The material was made available in 1966.

5.3 Developer's evaluation.

The Final Report to USOE provided statistics on test results under four main headings: economics as a discipline, appropriateness of course materials, adequacy of teaching, and effectiveness of the course. Evaluation was carried out continuously during the developing and field testing of the materials. Three outside economists were brought in to oversee the development of economic content and structure. When the program was completed, the materials were evaluated in 44 classes involving 22 teachers. During the year the SRA Test of Economic Understanding was used to determine student growth. A variety of project-developed tests was administered to evaluate students at various points during their study of the materials and at the end of the course. A questionnaire on student opinions and comments was administered at the end of the course. A team from the project observed each teacher five times during the year to determine whether the theories on which the course was based were the basis for his teaching. The team also consulted the teachers to discover their opinions and attitudes toward the material.

5.4 Results of evaluation.

Overall achievement test scores indicated that most students had done "fairly well" but had some distance to go to achieve higher levels of expression. Three of the groups tested equaled or exceeded a twelfth-grade norm group which had completed a twelfth-grade economics course. On the other hand, other ninth-grade groups did considerably less well. The project attributed much of the noticeable discrepancy to teacher behavior in the classroom. The project concluded that without better-qualified teachers, some ninth-graders may not be capable of grasping the structure of economics.

5.5 Independent analysis of the materials.

A review of the program appears in the April 1970 issue of *Social Education*. The authors, Norris M. Sanders and Marlin L. Tanck, caution would-be users about the need for careful teacher preparation. They state:

> Whether the various student activities result in the intended economic analysis and unfolding of the discipline depends heavily upon the role of the teacher. Student materials contain neither extensive explanations of the linkage of economic ideas nor highly structured patterns of questions designed to link concepts [Sanders and Tanck, p. 419].

The reviewers also state that while the concept outline found in the teacher's guide is thorough, "teachers without a background in economics may need to consult economic texts to understand some portions of the outline" [Sanders and Tanck, p. 419].

Sanders and Tanck have this to say about possible use of the course:

> Schools might consider using it as a one-semester economics course for grades nine through twelve if they are willing and able to prepare teachers for course procedures. Schools might also consider use of parts of the course for various purposes. Although the course has a structured sequence, parts could be used with care out of context [Sanders and Tanck, p. 420].

5.6 Project funding.

The project was sponsored by the Ohio State University Research Foundation and was funded by the United States Office of Education's Cooperative Research Program.

5.7 Project staff.

The principal developer of the materials was Meno Lovenstein, Professor of Economics, University of Ohio, Athens, Ohio. The co-developers were: Edward J. Furst, Department of Psychology; Robert E. Jewett, Department of Education; and Elizabeth S. Maccia, Bureau of Educational Research and Services.

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Economic Man

Prepared by:

Vicki Ertle

INTRODUCTION

The overall goal of the *Economic Man* materials is to provide an exciting learning experience for students and to give them some measure of economic literacy. To this end, the developers of the program have written three units dealing with the economic theories of production, exchange, and consumption and prepared activities that vary from writing travel brochures describing a Pacific island to computing profit-and-loss statements for winemakers. In addition, the project staff have developed a simulation game called *Market* in which students act as retailers and consumers.

The introduction to the program is a study of the activities of Adam Smith, a young man shipwrecked on a Pacific island. Here students learn about production, how it becomes specialized, and how people use it to increase their economic welfare. In the next unit, students learn about exchange in a market economy and how production, profit and loss, and supply and demand affect the market. The last unit deals with two case studies in international trade, one dealing with Canada and the U.S. and the other dealing with Brazil and Southeast Asia.

The materials are designed for students in grades 6-8. For teachers, the developers provide an extensive teacher's guide and a teacher resource book that supplies background information in economics.

BASIC INFORMATION

Program Name:
Elementary Economics Project: *Economic Man*

Format:
Three paperbound units and one simulation game.

Uniqueness:
Basic economic theory presented in a simple format emphasizing active student involvement and simulation.

Content:
Three types of economic behavior are discussed: production, exchange, and consumption. Materials also deal with specialization of production, exchange in a market economy, and international trade.

Suggested use:
An extensive 23-week course in economics or supplementary units for world geography or world cultures classes. If the simulation game, *Market*, is not played, course time is reduced to twenty weeks.

Target audience:
Average students in grades 6-8.

Aids for teachers:
A teacher's guide provides lesson-to-lesson instruction as well as additional student activities. Annotated teacher editions of the student booklets supply additional discussion questions and directions. A teacher resources book gives teachers background reading for each unit, audiovisual aid suggestions, and student and teacher bibliographies.

Availability:
All materials available.

Director/developer:
William D. Rader/Industrial Relations Center, University of Chicago, Chicago, Illinois 60637.

Publisher:
Benefic Press, 10300 W. Roosevelt Road, Westchester, Illinois 60153.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The *Economic Man* materials reflect the authors' belief that students in grades 6, 7, and 8 are capable of and interested in challenging educational experiences. The project staff believe that the increasing complexity of making a living and the growing interdependence of markets necessitates economic instruction at an early age. The overall goal of the program is to help students develop realistic economic attitudes as well as a cognitive base for the training and experience of adult life.

1.2 Terminal objectives.

The following general objectives are specified in terms of the skills and behaviors the developers hope the *Economic Man* materials will foster in students. The developers believe that their materials will stimulate long-term change in students in the following areas:

1. Small-group skills, e.g., sharing in problem-solving, more active participation in class and voluntary learning activities, and a sense of "comradeship" with teachers and fellow students;
2. Sensitivity to what constitutes economic behavior;
3. Retention of economic concepts and generalizations and the ability to apply this knowledge in everyday life;
4. Awareness of how social scientists create knowledge for their own use, e.g., scientists develop economic concepts based on their observations; these concepts are used to better understand the world;
5. Awareness that practicing economists use data organized in tables and graphs; and
6. Improvement in the ability to read graphs and tables and to relate these data to other information (Rader *et al.*, 1971, pp. 7-8).

The developers of *Economic Man* also expect teachers to increase their knowledge of and interest in economics as a result of teaching in the program. They hope that teachers will reflect this new knowledge by incorporating economics into other courses (Rader *et al.*, 1971, pp. 7-8).

1.3 Detailed objectives.

"Purposes," or educational aims, are specified for each lesson in the program. The following are purposes for a chapter from Unit II, "Exchange in a Market Economy":

1. To introduce the concept of demand and its representation in a demand line.

2. To introduce the concept of the market clearing price.

3. To develop graphing skills.

CONTENT AND MATERIALS

2.1 Content focus.

Three types of economic behavior are covered in the course: production, exchange, and consumption. Production is emphasized in Unit I, where students study the predicament of a young man shipwrecked on a deserted island. Using this easy-to-comprehend model, the course introduces students to concepts such as utilization of time and available resources and specialization of production. Unit II focuses on exchange in a market economy. Students analyze the profit motive by studying an agricultural village society in Central America and by reading how the market mechanism controls production. In the last unit, students apply knowledge gained in previous units to case studies in international trade. One case study involves a hypothetical case in which Canada ceases to export newsprint to the United States; the other examines changes in the exportation of rubber from Brazil to Malaysia.

2.2 Content and organization of the units.

The program is divided into three units, each of which is divided into chapters. Chapters are divided into parts, or lessons. A part may take less time than a class period to complete or may extend over a period of weeks.

Unit I, "The Basis of Exchange," is built around the story of a young man, Adam Smith, who is shipwrecked on a hypothetical Pacific island. In the early part of the unit, students read of the man's attempts to set in motion his one-man economy. Through readings and written exercises, students learn the island's natural resources, the problems of scarcity faced by the young man, and that his unlimited wants and limited resources force him to make choices. In the second half of the unit, eleven more people are shipwrecked on the island and students witness the emergence of a barter economy where specialization and exchanges are developed as a means to increase productivity. In various exercises, students determine how the islanders can be more productive and who should specialize in producing certain goods and services. In simulation activities, students role-play the same kinds of problems in the classroom; in one exercise, they must determine how the number of cheeseburgers and french fries produced in one situation will increase with specialized production. In other activities, students study maps of the island to learn economic concepts such as productivity, opportunity, cost, and comparative advantage. When rescue finally comes to the island, students make simple comparisons between the island and their own economic environment and give pros and cons for the islanders remaining.

In Unit II, "Exchange in a Market Economy," students are introduced to the market system by examining the ancient Greek *agora* and the U.S. wheat market. Next, they learn about profit and loss by computing profit and loss statements for three fictitious businessmen. The changing influence of specialized markets is brought to life by analyzing a Central American village society at two different time periods. At this point, the developers of *Economic Man* suggest that the class play the simulation game, *Market*. The game requires five to six class hours and provides students with personal involvement with profits, prices, demand, and supply. In the game, teams of retailers compete to make larger profits and teams of consumers compete to purchase the least expensive food.

Unit III, "Exchange Across National Borders," provides opportunities for students to apply ideas and concepts developed in the first two units to a study of international exchange. Charts, graphs, and short readings show students that imported Canadian newsprint is important to the American economy. In a hypothetical case where Canada ceases to export newsprint, students must examine the economic ramifications to both countries. In this study they apply the previously learned concepts of supply, demand, profit and loss, and specialization. In a second case study, students work with trade statistics, graphs, readings, and climate data to test a number of hypotheses about why Brazil ceased to be the leading exporter of natural rubber. Both case studies are designed to show students how specialization and exchange result in interdependence of the economies of nations that trade with each other.

2.3 Materials provided.

Student materials. The three units are packaged as two 8-1/2" X 11" paperbound booklets, *Producer and Consumer* and *Buyer and Seller*. Each book contains about 129 pages. The student booklets contain readings, charts, graphs, and written exercises. The game, *Market*, is packaged separately.

Teacher materials. Teacher materials include: (a) annotated teacher editions of the two student books; (b) a book of teacher resources providing supplementary reading, audiovisual aid suggestions, and student and teacher bibliographies; and (c) a detailed teacher's guide. The teacher's guide lists the purposes of each lesson, the economic content presented, step-by-step instructions for implementing each lesson, and suggestions for handling potential problem areas. Additional background information in economics is given in a teacher guidance section for each lesson. Optional activities are also provided.

2.4 Materials not provided.

All of the materials required to implement the program are provided by the developer. If teachers choose to use written tests, however, they must devise their own.

CLASSROOM STRATEGY

3.1 Teaching-learning strategy.

The developers of the *Economic Man* program incorporate both inductive and deductive approaches to learning in their materials. In developing the materials, high priority was given to activities that encourage student involvement, and the published version reflects this emphasis. In most lessons, written exercises are combined with small-group activities and role-playing. Individual study includes solving arithmetic problems; studying graphs, maps, and tables; and writing short stories on related topics. Review discussions, held at the end of each lesson, help students consolidate the economic concepts of the lesson.

3.2 Typical lesson.

In most lessons, students read a short narrative in their booklet, answer questions and complete written exercises at the end of each chapter, discuss as a class the major points of the chapter, and participate in various learning activities designed to reinforce the economics presented. The following lesson from Unit I, "Producer and Consumer," typifies this sequence.

The lesson is taken from Chapter 3, "What is a Resource?" To prepare for the lesson, students have read an account of shipwrecked Adam Smith's exploration of the island. Using a Landform Map of the island, the students have traced his journey and, through exercises, they have located edible plants and other natural resources. Through the exercises, they have learned the limitations of the island and what it can provide in the way of shelter and food. They have also discovered that Adam, a young sculptor, managed to save his sculpting tools. In this particular exercise students are introduced to two new categories of resources: tools and human ability.

After reviewing the definition of resource, students complete written questions in their student booklet. The last written exercise in the lesson calls for students to list the tools and human resources available on the island. Possible answers include: lifeboat, rope, fishing line, chisels (tools) and time, physical skill, knowledge, strength, and training (human resources). When the students have completed their lists, the class discusses the answers. The teacher asks questions such as, "Name the tools you used in producing something," "Name modern jobs that require a lot of the human resources you have listed," and "What kind of resource is the lifeboat?"

In the class discussion, the teacher points out the appropriateness of each answer; for example, the lifeboat is of no use to Adam at the present time because he has no oars.

After the class has agreed on the various possible resources, the teacher may introduce additional activities. The two suggested for this lesson are: (a) a comparison between modern resources and those available to American Indians, pioneers, or colonialists and (b) reports on the way the use of a natural resource such as coal or oil has changed over time.

3.3 Evaluation of students.

No prepared tests are provided. The teacher's guide contains numerous questions which may be used for evaluation purposes in written or oral examinations. Teachers may also choose to develop their own testing materials.

3.4 Out-of-class preparation.

Teacher. The teacher is expected to be familiar with the content of the reading selections and the student exercises to be discussed in class. Teachers should also study in advance the suggested instructions for each unit and arrange for any necessary audiovisual materials.

Student. Students are usually expected to read selections ordinarily consisting of four single-spaced 8-1/2" X 11" pages and to prepare some written exercises at home. Assignments of additional homework such as projects, reports, field trips, etc. is left to the discretion of the teacher.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special facilities or arrangements required.

4.2 Student prerequisites.

The program is designed for average and above-average middle-grade students. The developers do not specify any special prerequisites for successful completion of the course. Students who read below grade level would probably have trouble completing the required reading.

4.3 Teacher prerequisites and training.

No special training is required for teachers using the *Economic Man* materials. The detailed teacher's guide, the annotated teacher's edition of the student booklets, and the background information provided in the *Teacher's Resources* should provide the necessary instruction for teaching the program.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students				
Economic Man: Producer and Consumer [a]	1 per student	Benefic Press	$1.47 ea.	Yearly [b]
Economic Man: Buyer and Seller	1 per student	Benefic Press	$1.47 ea.	Reusable
Market (simulation game)	1 game per school	Benefic Press	$48.00	Reusable
Market Game Book (Student Edition)	1 per student	Benefic Press	$ .36	Reusable
Economic Man: Producer and Consumer (Teacher Edition)	1 per teacher	Benefic Press	$1.47 ea.	Reusable
Economic Man: Buyer and Seller (Teacher Edition)	1 per teacher	Benefic Press	$1.47 ea.	Reusable
Teacher's Guide	1 per teacher	Benefic Press	$1.47 ea.	Reusable
Teacher's Resources	1 per teacher	Benefic Press	$1.47 ea.	Reusable
Market Game Book (Teacher Edition)	1 per school	Benefic Press	.60 ea.	Reusable

a. A review set including one copy of each of the program materials, excluding the *Market* game, is available from Benefic Press for $8.82.

b. Books can be reused if students write out their assignments on separate sheets of paper instead of in the books.

4.5 Community relations.

The developers expect that introducing this program in the schools will be no different than introducing any new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of *Economic Man* state that their main purpose was to present standard economic concepts in a new manner to young students. The writers of the program--the staff of the Industrial Relations Center, University of Chicago--believe that the advancement of mankind "depends on citizens who can handle problem-solving with skill and who can make rational choices" [Rader *et al.*, 1971, pp. 3-5]. The developers further believe that eleven- or twelve-year-old children are capable of dealing with abstractions in learning as long as they understand the correlation to reality. They state:

> At this age (eleven and twelve) children want to better understand their world, they want to be challenged by their educational experiences. . . In general, they want to be active creators of knowledge rather than passive receivers. That idea they themselves seek out or discover will be more meaningful and enduring than any handed to them ready-made [Rader *et al.*, 1971, pp. 3-5].

Using the above as a basic educational outlook, the developers attempted to organize their materials around a structure of economics, presenting assumptions, vocabulary, generalizations, and methods to the student. In addition to devising materials that reflect the basics of economics, the developers state that they emphasized two other areas during the development of the materials: experience and thinking. The program materials were written to provide for the widest student experience possible; the activities for each unit include both individual and group tasks. The materials were also written to develop the student's thinking process and exercises were structured to elicit more than one "right" answer from students.

5.2 Program development.

In 1960 the Elementary School Economics Program of the Industrial Relations Center at the University of Chicago began development of fourth- and fifth-grade materials in economics. These materials were field-tested and published in 1964. At this time, William D. Rader assumed directorship of the Project. Research on the *Economic Man* materials started in 1965. One of Rader's first tasks was to form an advisory committee of seven experienced teachers from the Chicago area. This committee assisted in all stages of the program's development, from selection of content to final field testing.

The developing staff first identified those economic concepts and generalizations they wished children to learn. After this was accomplished, they developed appropriate teaching strategies and methods. Because they wanted to teach methods of economists in addition to theory, they decided to write three separate units, each requiring different student activities.

The initial pilot test of the materials took place in 1966. Twelve classes and approximately 300 children participated. Pilot teachers were asked to fill out evaluation forms and suggest additional classroom activities.

Revision followed the pilot test. Three subsequent field tests were conducted from 1967 to 1970. Evaluation data are available only on the tests conducted during 1969-70.

5.3 Developer's evaluation.

During 1969-70 the staff of the Elementary Economics Project conducted two investigations to answer two general questions. The first field test was designed to find whether economic knowledge acquired by children differed according to the children's socioeconomic level and the location in which they lived. In the second test, the developers compared gains in economic knowledge between experimental classes and control groups and also compared the effect of teacher acquaintance with the instructional materials with the test results of the students.

For the first test, rural, suburban, and urban schools were selected in all parts of the United States. Both sixth- and seventh-grade classes were chosen. Socioeconomic statuses for children in each school were determined. The Otis-Lennon Mental Ability Test was used to yield a measurement of intellect; a test of economic knowledge and application devised by the staff of the Industrial Relations Center was administered to test knowledge gains. The staff-developed test was administered as a pretest and a posttest.

Sixth-grade classes from California, Connecticut, Illinois, Michigan, Minnesota, and Texas participated in the second field test. Classes were divided into high, middle, and low socioeconomic levels and further designated according to length of time teachers had taught the *Economic Man* materials. This experience fell into three levels: teachers who had used the materials the previous year, teachers who had received one day of inservice training, and teachers with no previous exposure to the materials. The control classes were composed of regular social studies classes divided by socioeconomic levels only.

As in the first test, a staff-developed economics test was administered as a pre- and posttest and the Otis-Lennon Test of Mental Ability was used.

5.4 Evaluation results.

The posttest scores from the first field test revealed the following: (a) location was significant in that rural students scored higher than both urban and suburban students and that urban students demonstrated greater gains than suburban pupils; (b) socioeconomic status was not significant; and (c) sixth-grade students scored higher than predicted and seventh graders scored lower than predicted. Both groups scored higher on the posttests than on the pretest (Pranis and Veronee, 1971, p. 13).

In the second field test, experimental groups scored higher than the controls on the economics test, with the highest gains made by the high socioeconomic group and the lowest gain made by the low socioeconomic group. When students were grouped by Otis-Lennon I.Q. scores, the developers found no significant difference between the experimental and control groups at any socioeconomic level. When students were grouped according to teacher experience with the materials, the data show that high socioeconomic students whose teachers had taught the program before made the highest gains in economic knowledge while the low socioeconomic students with inexperienced teachers made the lowest gains. Of the remaining middle range of classes, the amount of teacher experience with the materials did not make a significant difference (Pranis, 1970, pp. 14-15). The evaluator concluded, "While our evidence indicates somewhat greater learning on the part of students whose teachers were experienced or trained in the program, it was found that teachers who have no acquaintance with the program will be able to teach the program effectively" [Pranis, 1970, pp. 14-15].

5.5 Independent analyses of the program.

A review of the Elementary School Economics Program, by Norris M. Sanders and Marlin L. Tanck, was published in the April 1970 issue of *Social Education*. In general, the reviewers concur with the findings of this report. They label the *Economic Man* materials much more ambitious than the earlier fourth- and fifth-grade materials. Sanders and Tanck state that the *Economic Man* materials "could readily be related to or integrated into a world geography or world culture course" and that many ideas and activities in the program would be appropriate for junior high students (Sanders and Tanck, 1970, p. 423). They also agree that with "conscientious" use of the resources provided, teachers require no additional training (Sanders, 1970, p. 423).

In November 1972 *Social Education* published an updated review, written by members of the Social Science Education Consortium in Boulder, Colorado. That review is in agreement with the findings of this report and contains no additional observations.

Another review of the program was done by two teachers from the University of Colorado's Experienced Teacher Fellowship Program in cooperation with the Social Science Education Consortium. These teachers taught the program to a class composed largely of white middle-class students. Their overall judgments are summarized below:

1. After using the materials, the students' powers to reason should be improved due to the predominance of activities using an inductive approach.

2. A positive change in the affective behavior of students should result as the game, *Market,* should affect their lifelong economic behavior.

3. The course materials are "relatively" easy to use, stimulating, and challenging. An inservice workshop for teachers on basic economic principles would be helpful.

4. Children from all economic levels can benefit from the program as poor children will learn that they have some choice and control over economic status and more fortunate children will learn of problems, such as scarcity, that they may never face.

5. The program will work best with teachers who are *not* highly structured and directive and who instead encourage free discussion and

realize that more than one alternative may fit given situations (Alba and De Stefanis, 1969, pp. 25-27).

5.6 Project funding.

The development and research for *Economic Man* was supported by a grant from the Charles Stewart Mott Foundation.

5.7 Project staff.

Project director was William D. Rader. Book I, "Producer and Consumer," was written by Katherine Esch Chapman. Book II, "Buyer and Seller," was written by William D. Rader and Michael Kassera. Other authors of project materials included Robert W. Klepper and Linn Orear.

5.8 Present status.

The Elementary Economics Program has been concluded. In 1969, the Industrial Relations Center began writing a new economics program for grades 4 and 5. This program, currently called *Progress and People*, will be published by Benefic Press in 1973.

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Economics in Society
(formerly Econ-12)

Prepared by:

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Sandra G. Crosby

INTRODUCTION

Economics in Society (formerly ECON 12) is designed for students in high school and junior college. A unique feature of the program is its spiral curriculum, which is intended to assure student achievement by integrating learning skills, based on rational discussion, with growth in students' personal belief systems. The students' principal activities are programmed instruction; learning activities ranging from games and simulations to workbook-type exercises; reading primary source materials and case studies; working with data; taking part in class discussions; and taking exams.

Economics in Society has been designed in a way that will allow multiple uses of the materials. The six books contain more than enough material for a one-year course. The first three books provide a semester's work in basic economics. The last three books apply economics concepts and principles in a study of social and economic priorities and communist and third-world economics. For a one-year course, the teacher is encouraged to teach the first three books together for one semester and then to choose parts of the next three books for the second semester's work. For a one-semester course, the developers recommend using the first three books alone. Books IV-VI can be used at the teacher's option as supplementary materials for other social studies courses.

BASIC INFORMATION

Program name:
Economics in Society (formerly ECON 12).

Format:
One-year course composed of six paperback books.

Uniqueness:
Incorporates an inquiry approach to learning in a course designed as a complete teaching system--a package of interrelated subjects, materials, and learning strategies organized around student achievement of specified objectives.

Content:
Introduction to basic concepts, principles, and methods of economic analysis and their application to current controversial issues and to selected case studies for the U.S., communist, and third-world economies.

Suggested use:
The six books are designed for one year or more of instruction in economics; the first three books could conceivably be used alone for a one-semester economics course. The last three books can be used separately to supplement courses in economics, social science, problems of democracy, American government, world history, international relations, or world geography.

Target audience:
Students of average and above-average abilities in grades ten through junior college.

Length of use:
4-8 weeks per book; all six books comprise a one-year course.

Aids for teachers:
Detailed teacher's guide; workshop kit for teacher-training programs.

Availability:
All materials available fall 1973; staff training kit currently available.

Director/developer:
Co-directors were: Suzanne Wiggins Helburn/Social Science Division, University of Colorado, Denver Center, Denver, Colorado, and John G. Sperling/Humanities Program, San Jose State College, California (Project concluded June 1968).

Publisher:
Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The developers of *Economics in Society* (ECON 12) have tried to satisfy the demands made by educational and community leaders for more economics in the curriculum. The course aims at developing in students the economic reasoning and decision-making skills through which contemporary problems can be understood and managed. Although emphasis is placed on developing students' economic reasoning skills, affective objectives are also essential. Among those of high priority are the appreciation of the power of ideas and enjoyment from using them. Of highest priority is learning to use economic reasoning to cope with strongly held beliefs. Thus, the major course goals are to help students learn to substitute more reasoned thought for emotional reactions to controversial subjects, and to help students learn to express and channel feelings in directions which give them satisfaction and which promote the welfare of the community.

1.2 Terminal objectives.

Knowledge objectives. By the end of the course, students should be using the major course "organizers" in their class discussions and written assignments without prompting from the teacher. "Organizers" are those concepts or preconceptions through which a person views the world. The organizers fall into three categories:

1. A conceptual structure of economics, that is, a set of related concepts which provide a point of view for perceiving and analyzing things economic.

2. Abstract models of economic processes which explain how an economy operates, such as the want-satisfaction chain, the circular flow model, the theory of the multiplier, and cybernetics.

3. Problem-solving methods of analysis, evaluation, and synthesis, such as model building, analysis of controversy, and decision making.

Skill objectives. By the end of the course, students should demonstrate the following without prompting from the teacher:

1. Using the conceptual structure of the course to explain or explore topics related to the functioning and performance of the U.S. economy;

2. Interpreting statistical data to make hypotheses about the operation of parts of the U.S. economy or about the economy as a whole;

3. Building models describing different aspects of economic organization;

4. Applying models to study, compare, and evaluate economic organizations, systems, ideologies, and governmental programs or policies;

5. Using the conflict analysis procedures introduced in the course to identify major issues of fact, definition, and values in discussing or writing about economic controversies;

6. Using methods introduced in the class activities for organizing productive group discussions and group decision making;

7. Making informed decisions about economic issues which are consistent with accepted generalizations about the operation of the U.S. economy and with their own values.

Objectives related to values and attitudes. By the end of the course, the developers expect students to show a growth in personal belief systems. For instance, students who enter the course with strong views should be able to express them more articulately and defend them with more carefully reasoned arguments. Other students who entered the course with little ability to express their attitudes or beliefs should show an increased willingness to express opinions.

1.3 Detailed objectives.

The books are divided into "parts", or chapters. Each "part" is organized around specific objectives which help build toward the terminal objectives. Two kinds of detailed objectives are used. For simpler learning objectives involving memorization, comprehension, or simple application of new knowledge, the developers specify behavioral objectives which are stated in terms of expected student responses. For more complex levels of learning--how to apply, analyze, evaluate, or synthesize--they state what students should learn to do, but do not specify a level of expected student response.

The objectives for each part are found in the teacher's guide. In the student text, detailed objectives are also found in the introduction to each part, at the beginning of each programmed instruction module, and incorporated as review questions in the study guide at the end of each part.

Sample objectives given below are taken from Book II:

Behavioral objectives. By the end of this program, you will be able to

1. identify the correct statement about the relationship between supply and demand for total output of the economy.

2. name the parts of the cybernetic system which describe how aggregate supply adjusts to aggregate demand.

3. identify the four components of aggregate demand (C, I, G, and E) and the reason for classifying demand into these four categories.

Non-behavioral objectives. This objective is from Book I, Part 6:

> Given as assignment to compare two or more arguments in a controversy, in a small group and then individually, students can identify at least half the issues of fact, definition, interpretation, and values identified by the teacher.

CONTENT AND MATERIALS

2.1 Content focus.

The developers list six content features: (a) the study of economic activity and organization is closely tied to the study of society as a whole; (b) a general systems approach is used which can be applied to studying the economic organization of any society; (c) course emphasis is on student analysis and decisions about controversial issues; (d) students learn only those basic principles of economics which they can apply directly to the problems included in the course; (e) students learn to use abstract reasoning skills; and (f) full-length units on communist and third-world economies are included.

2.2 Content and organization of the subdivisions.

The course materials are organized into six books, each of which is subdivided into chapters, or "parts." Books I - III, the core of the program, represent a semester-long course intended to introduce students to the major course organizers. These three books focus mainly on the basic structure, conduct, and performance of the U.S. economy. Book I is entitled "Concepts and Institutions," Book II is "Industry Performance," and Book III is "National Economic Policies." In Book IV, "Social and Economic Priorities," the conceptual framework of the course is applied to a study of the relationship between people's values and the economic organization of our society. Activities for this book focus on a comparison of the goals and priorities of political leaders from both majority and minority groups in the U.S. today. Book V, "Communist Economics," is a study of the evolution of communist values and goals and a comparison of the attempts of three communist countries to work toward communist ideals. Book VI, "Third-World Economics," takes up the economic problems of poor countries, makes a comparison of economic planning in three developing countries, and ends with a study of the relations between rich and poor nations. All or parts of Books IV - VI may be used with Books I - III for a one-year course in economics, or they may be used separately to supplement other social studies classes.

Unit I, described below in some detail, is organized to permit students to progress from performing simpler to more complex tasks, and from studying more concrete to more abstract examples of economic organization. It provides a sequential, step-by-step build-up of knowledge and skills. The early parts of the unit emphasize learning concepts, generalizations, and models. Later parts emphasize learning more complicated skills of analysis, synthesis, and

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Part 1:	Economics: Its Subject and Importance
Part 2:	Organizing Production for Economic Growth
Part 3:	Money, Credit, and Exchange
Part 4:	Financing Economic Growth
Part 5:	Markets: The World of Pure Competition
Part 6:	U.S. Markets: The Real World of Imperfect Competition in the U.S.
Part 7:	Work, Income, and Welfare in the U.S.
Part 8:	The Economy as a System
Part 9:	Predicting Changes in GNP
Part 10:	Monetary and Fiscal Policy
Part 11:	Price Determination in a Competitive Market
Part 12:	Market Resource Allocation: The Cases of Pure Competition and Pure Monopoly
Part 13:	Structure, Conduct, and Performance of Real Markets

2.3 Materials provided.

Student. The student materials consist of six separate paperback books. The books are broken down into "parts." Each of the "parts" contains three sections: a core essay, a learning activities section, and a study guide section. The *core essay*, similar to a traditional text, introduces basic theory, concepts, and principles. In the core essays, the developers organize and summarize information about the course organizers used in the "part" and tie together the various "parts." A core essay begins with a photographic essay or collage which serves as a source of data for inductive learning activities.

The *activities section* is the basis for course learning experiences. Most "parts" include one or more short programmed instruction sequences which train students to use the course organizers introduced in the "part." The developers consider these programs an effective way for students to learn information and skills which are difficult to acquire.

Also included are readings--historical accounts, news stories, polemics, speeches, scholarly works, factual descriptions, impressionistic essays, government documents--which provide sources of information for comparative case studies, analysis, class discussion or debate, or independent study. Data banks, statistical presentations of charts and tables, and maps are included so that students can learn to interpret data and develop and test hypotheses. Finally, these sections include non-programmed exercises. Often they are inquiry learning activities which ask a series of questions. Sometimes they are used in conjunction with data bank or case study material to facilitate student inquiry.

Each "part" ends with a *short study guide* designed to help students review, individually and as a class, what has been presented in the "part." This section includes a criterion test made up of questions based on the "part" behavioral objectives. Answers to these questions are included at the end of the book. Discussion questions, which can be used as the basis of a class or small group discussion, are also included. Finally, a short annotated bibliography is included.

Teacher materials. A one-volume teacher's guide gives detailed instruction for all six books. The guide contains a description of the course rationale, content selection and organization, instructional process, basic teaching-learning strategies, organizers, objectives, and instructions on how to use the guide.

The guide for each "part" includes:

1. Rationale and general purpose of the "part," including how it fits in with earlier and later "parts";

2. "Part" objectives;

3. What to plan ahead for;

4. An outline of suggested "part" activities giving a short description of suggested classroom procedures and homework assignments;

5. Special instructions for certain activities and for alternate activities, including (a) the use of non-project materials, (b) special activities which do not involve materials in the student text, such as games and special discussion questions, (c) elaboration of instructions for more complex activities, and (d) answers to exercise questions; and

6. Bibliography of useful books for the instructor.

The final section of the guide includes information about audiovisual materials, free or inexpensive sources of information and help, and tests and answers for each "part."

A training kit is provided for a one- to two-day workshop for experienced and new teachers, or for use with students in college methods courses. The kit materials consist of: (a) an introductory record which contains information on the history and rationale of the program, plus an interview with the two authors; (b) a record of dramatic readings, which can be used in class as well as in the workshop; (c) a sound filmstrip illustrating student activities; (d) a set of masters for student activities; (e) a manual on the operation of the workshop; and (f) a wall poster.

2.4 Materials not provided.

Although no other materials are required to teach the course, the developers suggest the use of some games, films, and readings not provided in the package.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The teaching-learning strategy is designed to motivate students to learn economics. The course strategy integrates inquiry learning and programmed instruction techniques. Class activities introduce students to economic controversy. These activities include conflicting or confusing information on specific topics which the students cannot explain with their existing knowledge. The additional knowledge needed to deal more effectively with the problems raised in class is provided in the course organizers--the concepts, principles, theories, and methods of economics. Programmed instruction and exercises are used to help students learn these organizers.

The course is designed as a teaching system. Each "part" introduces a new aspect of economics and adds to what students already know about the economic organization of society. Within each "part," selected subject matter is presented in a variety of ways. The developers recommend the use of these materials in certain learning activities and in a given sequence which makes use of a variety of instructional modes. This variety is designed to maintain student interest and willingness to participate, and also to provide students with the different experiences they need to build economic reasoning skills.

3.2 Typical lesson.

The parts follow no particular instructional pattern. Many begin with an "opener" --an activity intended to arouse the students' interest and to permit the teacher to assess the students' existing knowledge and interest in the subject. Activities in the rest of the "part" vary among the six books. In Books I-III, "part" activities vary from programmed instruction and small-group work on the exercises to class and small-group application of the concepts, principles, theories, and methods of the "part" to real case studies or problems. Books IV-VI have no programmed instruction and incorporate fewer exercises than do Books I-III. Activities in the last three books include applying concepts, principles, theories, and methods to activities involving surveys, case studies, debates, and discussions of perplexing contemporary political-economic issues.

The teacher's guide encourages teachers to change the sequence or alter portions of the system where they have reason to do so. The intention is to provide the organizational structure and the help teachers want and, at the same time, invite creative adaptations. Although the materials provide a framework for organizing the course, teachers must adapt the developers' suggestions to the interests and needs of specific classes of students. Teachers must set the learning pace, engage the students in learning, and evaluate their learning. In class, teachers should be tutoring, focusing, stimulating, and encouraging. The developers advise short, infrequent lectures. The object is for students to do the thinking, to practice using the course organizers and new skills. The teacher is a resource when needed.

The following example of a typical lesson, taken from Book I, part I, Economics: Its Nature and Significance, would take place on days 1-3 of the course.

The first class period begins with a brainstorming session of student reactions to the photographic collage from the core essay on the nature of people's material wants. The data collected form the basis for further discussion of questions relating to wants and needs. The last half of the class period is devoted to a brief lecture and discussion of the want-satisfaction model, and its application to the previous discussion. Before the second class period, students read parts 1-4 in the core essay on man's wants, the want-satisfaction chain, scarcity, and alternative costs.

In the second class period, students work in groups of 3-5 on Exercise I, Scarcity, which requires them to decide whether resources given in the exercise examples are scarce. The groups come back together as a class to discuss conditions under which scarcity exists. In the second half of the class period, students again work in small groups on Exercise 2 (Alternative Costs) dealing with budgeting family transportation. They must decide between alternative modes of transportation for a young family. The following day the class discusses the decisions made by the groups. The teacher might extend the discussion to a consideration of other transportation questions, such as the alternative costs of rapid transit.

3.3 Evaluation of students.

The examinations provided in the teacher's guide can be used to test the students' ability to use the course organizers in simple applications. Students should pass the course with a grade of "C" if they get 75% of the answers correct on these examinations. The developers suggest that students be allowed to take these examinations as many times as necessary in order to pass them. They suggest that "B" and "A" grades depend on the extent of student progress in working toward course terminal objectives, not necessarily on student achievement of course terminal objectives. Evaluation can be based on the students' performance on written examinations, written homework assignments, participation in class, and group projects.

3.4 Out-of-class preparation.

Teacher. Out-of-class preparation is estimated at about one-half hour per night. The teacher using the materials for the first time should become thoroughly familiar with the introduction to the teacher's guide and with the use of the materials provided for each "part." Before teaching each "part," the teacher should study the outline of activities and make tentative decisions about any changes he intends to make.

Day-to-day preparation involves study of the student materials and the suggestions for organizing learning activities given in the teacher's guide.

Student. Homework assignments usually take one-half to one hour, depending on students' reading ability. Assignments usually include reading a core essay or programmed instruction sequence, or taking a "part" criterion test. Sometimes readings and written assignments or group projects are suggested.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The course is designed for use in a variety of school situations. No special facilities are needed. Because students work in small groups, chairs should be moveable, tables or desks would be useful. If possible, the library should acquire the books, periodicals, newspapers, and government documents suggested in the teacher's guide.

The materials can be used in homogeneously or heterogeneously grouped classes and with students at different high-school grade levels. They are designed for use in either the self-contained classroom or in schools using flexible/modular scheduling. They are less useful in large classes unless the class is broken down into seminar or discussion sections twice a week.

4.2 Student prerequisites.

The materials were developed for use primarily in the twelfth grade, but have been used successfully with ninth-grade and junior college students as well. The course is written at the tenth-grade reading level and reading assignments are short. No previous knowledge of economics is necessary.

4.3 Teacher prerequisites and training.

The course was designed specifically to aid inexperienced and inadequately trained teachers of economics. However, teachers with a significant background in the subject will be able to make more imaginative use of the materials. Teachers can use these materials to organize a more-or-less standard economics course. However, the techniques incorporated in the course offer potential for experimentation and innovation. Wherever possible, teachers should attend an orientation workshop to the course.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Books I-VI	1 per student	Addison-Wesley	not yet determined	Reusable
Teacher's guide	1 per teacher	Addison-Wesley	not yet determined	Reusable
Training Kit	1 per teacher-trainer	Addison-Wesley	$44.50	Reusable

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale

The developers of *Economics in Society* aimed at creating materials which would strengthen such values as faith in the basic dignity of man, in democratic political institutions, and in market economic institutions. The course is based on the assumption that it is more effective to focus on the cognitive processes (rational discourse and the scientific method) which are inherent in our tradition than it is to advocate substantive values (democracy, free enterprise, patriotism). If this approach is successful, students should become competent and independent thinkers who value their own and others' intellectual freedom. Substantive values will be better understood, critically examined and, if accepted, more firmly held.

In developing the curriculum structure and classroom practices the developers were particularly influenced by the work of J. Richard Suchman, Robert Gagne, Robert Mager, and Hilda Taba. They used the model of the thinking-learning process developed by Suchman as a general frame of reference, particularly in showing how didactic instruction can be integrated into a course designed to help students learn to inquire and to think reflectively. They used the work of Gagne and Mager in identifying learning objectives and breaking these down into a teachable sequence of sub-objectives.

Taba's work was most important in designing the curriculum. The course structure reflects many of the elements considered essential by her: the sequential organization of content and objectives into a spiral curriculum, the introduction of new learning in "bite-sized" pieces to permit mastery by most students, the rotation of learning activities to permit students to assimilate and accommodate the new learning, the development of learning activities which achieve multiple objectives, the emphasis on training students to think, and the choice of content based on simple and powerful organizers rather than on broad coverage of the field. Some teaching strategies developed by Taba are also used extensively in the course: activities designed to allow students to work on concept development, and inductive learning activities organized around comparison of case studies which allow students to learn to form hypotheses and to make generalizations (Taba, 1969).

5.2 Program development.

Systems design action research procedures were adopted as the major mode of course development during the initial phase of the project (1964-1967). During the first year, the developers met with consultants in economics and curriculum design to identify the classroom conditions in which economics is taught and learned and to determine the overall objectives, content, rationale, and organization of the course. The co-directors designed and taught economics courses in two high schools in Contra Costa County, California. Twenty-four teachers volunteered to experiment and work with project staff in evaluation and materials revision. Their reactions contributed to the initial decisions about course rationale, objectives, and organization.

To develop the units and lessons, the project staff followed these steps: (a) specification of content and objectives for the unit and its parts by the project developers; (b) development and sequencing of learning activities by the total project staff and consultants in staff-consultant meetings; (c) preparation of materials by individuals or small groups of staff members; (d) trial use of the unit in a variety of high school settings, and (e) evaluation of the trial use, reorganization and/or revision of units and "parts" followed by retrials.

Systems design procedures and formative evaluation were crucial to course development. During the period from 1964 to 1967, three classroom trials took place involving three rewrites of the materials. By the end of this period, final decisions about content, materials format, and basic course objectives had been determined. Since 1967, the developers have completed the course, working in cooperation with the publisher. The new units and revised materials have been tried out in classes and revised based on the results of this trial use.

5.3 Developers' evaluation.

Major trials of the course took place in the spring of 1966 and the spring of 1967. In the 1966 trial, 1,146 students, 16 teachers, 31 classes, and 10 schools in Contra Costa County, California, were included. Classes included twelfth graders enrolled in a required government course. These classes included both homogeneously and heterogeneously grouped students. The schools were in communities with a variety of socioeconomic strata and in both rural and urban settings.

In the 1967 trial, 457 students, 11 teachers, and 8 schools used the materials. In the 1967-68 academic year, approximately 15 teachers from schools in Santa Clara County, California, tried out portions of the materials in their classes. Between 1968 and 1970, the materials were used in classes in Boulder and Denver high schools by several teachers who were involved in the Experienced Teacher Fellowship Program at the University of Colorado.

In the 1966 and 1967 trials, a variety of procedures were employed: (a) testing of students using project-constructed tests measuring the course behavioral objectives; (b) pre- and posttesting using the nationally standardized Test of Economic Understanding; (c) testing of economic attitudes; (d) analysis of students' written work; (e) classroom observation by the project staff; (f) student and teacher interviews by a consulting psychologist; (g) monthly meetings and semi-annual weekend retreats with project staff and trial teachers.

Since 1967 evaluation has been less formal, but has included both analysis of student work and use of feedback from teachers and students.

5.4 Evaluation results.

All project evaluation was formative evaluation--feedback to the development team to help them in making the many curriculum and materials decisions. The project staff did not undertake any summative evaluation, that is, any evaluation of how much the students' knowledge of economics was increased through using the materials.

5.5 Independent analysis of the program.

A review of the ECON 12 materials, written by Norris M. Sanders and Marlin L. Tanck, was published in the April 1970 issue of *Social Education* In general, the review concurs with the findings of this report, but the two men have this to say about the strengths and weaknesses of the program:

> The course has a number of strengths in the variety of materials and strategies, in the well thought-out "teaching system," in the appropriate use of materials and strategies, and in providing adequate evaluation of objectives. It also has some problems in familiarizing students with materials and procedures, in teacher decisions on which optional activities to omit, and in the newness and difficulty of the deductive thinking and systems analysis elements to some students and teachers. The critical question to ask about the course involves a value judgment: Is a course that emphasizes deductive economic analysis what is needed for high school seniors? [Sanders and Tanck, 1970, p.422].

A second review, done by the Social Science Education Consortium in Boulder, Colorado, appeared in the November 1972 issue of *Social Education* The reviewer was in agreement with the information in this report.

5.6 Project funding.

The project was funded from 1964-67 by the U.S. Office of Education, Bureau of Research. In addition, the project received funds from the Developmental Economic Education Project of the Joint Council on Economic Education. The developers also received a Cooperative College-Schools grant from the National Science Foundation enabling them to work with school districts in Santa Clara County, California, to further develop and disseminate the materials. Finally, the developers received a summer institute grant from the U.S. Office of Education to train teachers in using the methods embodied in the course.

5.7 Project staff.

The members of the project staff include Suzanne Wiggins Helburn and John G. Sperling, co-directors of the project; James Robertson, graphic designer; Peter Pipe, programmed instruction developer; Shirley Stoner, research associate; Mark Sheehan, evaluator; Robert Evans, teacher coordinator and writer; Shirley Kress, associate in teacher training; and Roy Andreen, Contra Costa County Department of Education curriculum consultant. In addition to the staff, some 22 subject matter and curriculum specialists and 30 teacher-consultants made major contributions.

REFERENCES

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Bowman, C.M., Charpentier, D., Crowl, L., Doucette, K., Ristad, A., and Watkins, J. *ECON 12 Curriculum Materials Analysis.* Boulder, Colo.: Social Science Education Consortium, 1969.

Sanders, N.M. and Tanck, M.L. A critical appraisal of twenty-six national social studies projects. *Social Education,* 1970 34 (4).

7

Episodes in Social Inquiry Series
(Sociological Resources for the Social Studies, SRSS)

Prepared by:

Vicki Ertle

INTRODUCTION

The *Episodes in Social Inquiry Series*, developed by the Sociological Resources for the Social Studies (SRSS), represents an attempt to engage students in grades 10 through 12 in the soicological process. A major goal of the series is to teach students the tools of scientific investigation--hypothesizing, data gathering, data analysis, and conclusion--as applied to issues in sociology.

The 23 published episodes are brief, self-contained units to be used in existing social studies courses, such as American history, American government, or problems of democracy. They may be used independently, or in any combination or sequence. They treat contemporary topics--Social Mobility in the United States, Divorce in the United States, Class and Race in the United States, and Roles of Modern Women are examples--and draw no conclusions.

The teacher should strive for an open classroom atmosphere in which students are invited to pose questions and freely express their ideas. Active student participation in all acitivities is encouraged. Students work independently or in groups conducting surveys, doing experiments, gathering data, and formulating hypotheses.

For each episode there is a detailed instructor's guide with suggestions for daily lessons, cognitive and affective learning objectives, and recommendations for student activities.

BASIC INFORMATION

Program name:
Sociological Resources for the Social Studies (SRSS): *Episodes in Social Inquiry Series.*

Format:
Brief, self-contained, paperbound units called episodes. Length of use averages one to three weeks per episode.

Uniqueness:
Topics of interest to contemporary youth--divorce, delinquency, population change, modern women, race relations--are studied using the scientific method of inquiry.

Content:
Concepts and procedures appropriate to sociology are emphasized rather than specific sociological content; concepts studied include culture, institutions, stereotypes, and discrimination. The scientific method of inquiry is stressed as investigative procedure.

Suggested use:
Each episode is an independent unit that may be used as such or in combination with other episodes in any sequence to supplement existing social studies courses, or form a "bookshelf" series for social science instruction. Each episode requires from one to three weeks instruction time.

Target audience:
Students of average and above-average abilities in grades 10-12.

Aides for teachers:
Detailed instructor's guide for each episode, providing learning objectives, sample daily lesson plans, suggested student activities, selected references, and originals for student handouts.

Availability:
All episodes are available.

Developers:
Robert C. Angell, Director/Sociological Resources for the Social Studies, 503 First National Building, Ann Arbor, Michigan 48108 (project has ended).

Publisher:
Allyn and Bacon, 470 Atlantic Ave., Boston, Mass. 02210.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The *Episodes in Social Inquiry Series* is intended to provide students with the tools of scientific investigation, namely hypothesizing, data gathering and analyzing, and drawing conclusions from available evidence, as applied to issues in sociology. The authors of the series contend that "learning occurs most effectively when students themselves actively participate in the gathering and analyzing of data to reach meaningful conclusions. Imagination and creativity are developed concurrently through this scientific process of original inquiry" [SRSS, p.1.]. They believe that by dealing with current topics in a scientific manner students will better understand the workings of their world.

1.2 Terminal Objectives.

Students are expected to develop a more open and inquiring attitude toward all aspects of sociological thought. The authors hope that students will understand the nature of relational social systems and be able to generalize from one investigative process to another across specific topics.

SRSS students are also expected to learn skills as such forming and testing hyptheses, learning to read charts and graphs, and making logical inferences from such data.

1.3 Detailed Objectives.

Both cognitive and affective objectives are stated for each episode. In addition, each lesson within an episode has at least one, and usually several, teaching objectives. The instructor's guides list these teaching objectives and suggest teaching techniques for achieving them.

The following objectives, taken from the episode, "Class and Race in the United States, " are typical:

> The general cognitive objective for the episode is for students to learn some of the broad concepts that social scientists employ when studying class and race as social phenomena.
>
> The general affective objective for the episode is for students to develop a more open, inquiring attitude toward social stratification and toward race.

Lesson 4 in this episode lists the following two objectives:

1. To analyze several categories of information on "Life Chances" in order to see how these are related to social class differences.

2. To begin to examine the concept of social mobility and some of the value questions associated with the idea of equal opportunity.

CONTENT AND MATERIALS

2.1 Content Focus.

Sociological concepts and procedures are the content base of the episodes rather than sociology as a specific body of knowledge. Through topics of current interest -- roles of modern women, divorce, poverty, racisim, rural China -- students are introduced to such concepts as culture, values, stereotypes, conflict, social movements, and social stratification.

The episodes are further designed to provide the students with data on sociological phenomena which will give them opportunities to examine evidence, investigate problems scientifically and form generalizations based on their own experience and the data they have accumulated.

2.2 Content and organization of the episodes.

Episodes are brief, self-contained units that can be used independently or in any combination or sequence. They are designed to supplement such social studies courses as American government and history, problems of democracy, and world cultures.

The twenty-three published episodes are described by the authors as follows:

Leadership in American Society: A Case Study of Black Leadership: shows that different types of leaders are called forth by different types of situations.

The Incidence and Effects of Poverty in the United States: Treats key questions about poverty from a sociological standpoint.

Images of People: Looks at how stereotypes are formed and how they affect our attitudes and behavior toward people.

Testing for Truth: A Study of Hypothesis Evaluation: Introduces students to the concept of probability and to questions of sampling in order to make simple tests of sociological hypotheses.

Social Mobility in the United States: Looks at the criteria of social status in the United States and at upward and downward movement in the stratification system.

Social Change: The Case of Rural China: Uses the Chinese village as it changed after the communist revolution to illuminate the processes of social change more generally.

Science and Society: Explores the conditions under which science flourishes, relationships within the scientific community, and the problems which arise from the impact of science on the wider society.

Small Group Processes: Involves students in four classroom experiments that provide the basis for generalizations about human behavior in groups.

Religion in the United States: Examines the diversity of religious beliefs in the United States, the trends in religious participation, and the influence of religion in the wider society.

Family Form and Social Setting: Looks at the structure and functions of the family in ancient Hebrew society, on a kibbutz, and in the students'own families.

Simulating Social Conflict: Provides students with actual experience in conflict situations through games that simulate real-life situations.

Migration Within the United States: Treats the kinds and amounts of migration and discusses the consequences in the extreme cases--boom town and ghost town.

Roles of Modern Women: Focuses on an important social movement: the changes and changing roles of women in the United States.

Transitions: Examines the transition to work as an example of the transition process which all people make from one institutional setting to another.

Class and Race in the United States: Examines the facts of social class in the United States and the extent to which race is related to class status.

Family Size and Society: Allows students to explore the social determination of family size, the effect of average family size on population change, and the social implications of rapid population growth.

Divorce in the United States: Involves students in the analysis of marriage case histories to determine the social facts about divorce and the effect it has upon society.

The Early Twenties and the Late Sixties: Two Generation Gaps: Leads students to an understanding of generation gaps by showing how the character of a generation is shaped and how, because of their differing experiences, two generations react differently to the same conditions and events.

Cities: Where People Live and Why: Gives students the necessary sociological background to conduct investigations into local urban problems.

Contemporary Soviet Society: Analyzes Soviet institutions objectively through the use of sociological modes.

Population Change: A Case Study of Puerto Rico: Analyzes the demographic transition in Puerto Rico as an instance of population processes now beginning in many parts of the world.

Delinquency: Uses data from juvenile court cases and reports of high school students to present the causes, consequences, and possible preventive and rehabilitative measures of delinquency.

Values in Mass Communication: A Study of the Western: Uses the myth of the Western hero to probe the underlying values of American society.

No solutions to the problems presented by the episodes are given. At the end of *The Incidence and Effects of Poverty in the United States,* for example, the idea of a negative income tax is introduced. Students are asked to analyze how it would affect the various aspects of poverty they have been studying, but they are given clues as to appropriate conclusions.

2.3 *Materials provided*.

Student materials. The student manual is a paperback pamphlet containing readings; exercises; homework assignments; and diagrams, tables, graphs, or models.

Auxiliary materials such as handouts, pictures, and recordings are packaged with the instructor's guides. They are usually withheld until needed to answer specific questions.

Optional transparencies supplement some episodes. They can be used in discussing and checking student homework and as a source of raw data for class discussion.

Teacher materials. A paperback Instructor's Guide is provided for each episode. It lists overall episode objectives as well as daily lesson objectives; a recommended time table for teaching the episode; a breakdown of the episode into daily lessons specifying advance preparation, homework assignments, and uses of auxiliary material; suggested optional activities; suggested additional readings; and reproductions of the auxiliary materials.

2.4 *Materials not provided*.

No student tests are provided. However, most guides contain suggestions for evaluation.

3.1 *Teaching-learning strategy*.

The authors of the SRSS series believe that students learn best through experience and an inquiry approach. Students are presented with actual data and with techniques for gathering and analyzing additional data. A variety of activities--ranging from analyzing case studies and surveys to conducting experiments and observations--invites student participation.

The teacher's primary function is to encourage independent thought and to assist and guide students, as needed, in interpreting and analyzing the data. Teachers should create a classroom atmosphere in which all questions may be raised but not necessarily answered, and should encourage the expression of individual ideas and opinions.

3.2 Typical lesson.

Lessons vary from episode to episode but the following are representative suggestions:

1. The topic under consideration is introduced by a stimulus such as a reading, followed by class discussion. During these preliminary activities, students clarify their thoughts on the subject, look at issues from various perspectives, and form tentative hypotheses.
2. Additional readings are assigned and discussed and then students are presented with data, usually in the form of charts or graphs. The data is discussed and used in testing hypotheses.
3. The episode might end with the examination of data which either supports or refutes the hypotheses, a class discussion where students express their confidence in their conclusions, and a re-examination of any questions that remain unanswered.

Working either with small groups of fellow students or on their own, students examine surveys; conduct observations and experiments, make cross-cultural comparisons, often using the school and community as sources of data; and learn to synthesize data in graphic form and to use simple statistical techniques. By these activities they begin to learn to gather and analyze data, formulate and test hypotheses, and evaluate results.

3.3 Evaluation of students.

While no student tests are provided, the Instructor's Guides include frequent suggestions for essay and multiple-choice tests. The authors also suggest that teachers evaluate student performance on exercises and on contributions to class discussions.

3.4 Out-of-class preparation.

Teacher. No specific preparation is outlined beyond studying the student text and auxiliary materials, selecting appropriate class procedures and homework assignments, and securing any needed audiovisual aids or equipment.

Student. Homework assignments vary with each episode, but typically include additional readings, preparation of short analyses, or such tasks as gathering information on specific topics.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

An overhead projector and record player should be available. No other special facilities or unusual classroom equipment are needed.

4.2 Student prerequisites.

The SRSS authors state that the episodes may be used with students of all abilities and that no background in sociology is required. However, since students are expected to do considerable reading, teachers may want to devise alternative techniques for students with reading difficulties.

4.3 Teacher prerequisites and training.

No special background in sociology is required for teachers. Those accustomed to teaching by lecture may have to readjust to the inquiry method and the active student role which the episodes endorse. However, special training is offered.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Student:				
23 student episodes	1 each per student	Allyn & Bacon	$3.90 per set to $6.51 per set	Every 2 to 3 years
Teacher:				
23 instructor's guides	1 each per teacher	Allyn & Bacon	$1.02 to $1.50 each*	Reusable

Optional transparencies are available for some episodes; ordering information is provided in the appropriate instructor's guides. The supplier is Film Central, 373 West Bennett, Saline, Michigan 48176.

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* Episodes may be purchased only in sets of ten. One instructor's guide is provided at no charge with each set of episodes; individual copies of the instructor's guide may be purchased at the price indicated.

4.5 Community relations.

Certain communities may find some of the episodes controversial; teachers using the materials should have the necessary support from school administrators.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Sociological Resources for the Social Studies was established by the American Sociological Association's Committee on the Social Studies Curriculum of American Secondary Schools in an effort to improve instruction in sociology.

SRSS offers the following statement on how they perceived the need for special materials:

> The present status of sociology in the high schools is not at least to sociologists, a desirable one. Teachers are not well prepared, texts have underemphasized major areas of the discipline and overemphasized personal adjustment advice, and interdisciplinary content is rare indeed. This is at a time when an understanding of society is essential to nearly everyone! . . .
>
> A reasonable assumption is that students able to examine objectively societal behavior will perceive the unfortunate consequences of some types of behavior. Reaching such intelligent conclusions will do much more to prevent civil disorder than will any amount of moralizing about "correct" behavior. It also means a more informed and rational citizenry, able to deal as ably with social questions as we hope they deal with political and economic questions [SRSS, as quoted in Adelson and Crosby, p.107].

Work began on the SRSS materials in 1964.

5.2 Program development.

Each episode in the series went through the same stages of development. A professional sociologist and at least two experienced high school teachers were selected by SRSS staff to prepare initial drafts.

The team selected a topic, prepared the episode materials, and tried out the sections in local secondary classes. The episode was then submitted to SRSS for review, then referred to the team for revision. The revised episodes were field tested in approximately fifty classrooms throughout the United States. The episodes were further revised on the basis of information received from the field trials, then prepared for commercial publication.

5.3 Developer's evaluation.

Schools throughout the country participated in the SRSS field tests--primarily in the metropolitan areas of Atlanta, Miami, Minneapolis, Seattle, and San Francisco. Both experimental and control groups were established. Students were given objective type pre- and posttests; teachers completed extensive evaluation forms; and students were given questionnaires and interviews. Classroom observations by SRSS representatives were also conducted.

5.4 Results of evaluation.

Evaluation data is available only on the first eight episodes. Analysis of scores from the tests designed to measure sociological perspective indicate some gain for all groups of students who studied the episodes. On the multiple-choice tests, developed by SRSS staff, students using the experimental materials consistently scored three to ten percent higher than control groups.

5.5 Independent analyses of the program.

Two independent reviews have been published. The first was done in June, 1968, by a team of teachers working with the Social Science Education Consortium in Boulder, Colorado. The teachers evaluated only one episode, The Incidence and Effects of Poverty in the United States, after using it in their Boulder classrooms.

The authors of the review state that students should have a high-school reading level and a clear understanding of eighth-grade arithmetic. They also mention that some communities may object to certain assumptions made in the episode; (a) that race and poverty are directly related; and (b) that everyone ought to feel the urgency to aid the poor.

Reviewers writing in the November 1972 issue of the journal *Social Education* stated the following:

> The materials contain a high level of affective content, scientifically solid cognitive content and sociological skill development. The variety of topics and materials provides flexibility and choice for both student and teacher. Content of the materials is concerned with areas close to the daily life of the high school student.
>
> It should be noted, however, that it takes careful preparation and skillful handling by the classroom teacher to convince students of the importance of dealing scientifically with issues that are often highly personal and affective [Social Science Education Consortium, p.767].

5.6 Project funding.

The Course Content Improvement Section of the National Science Foundation funded the SRSS activities. The program was sponsored by the American Sociological Association.

5.7 Project staff.

Robert A. Feldmesser and Robert C. Angell both held the post of executive director of SRSS at different times; Paul Kelly was at one time associate director. Many sociologists and educational associates assisted in preparing the SRSS materials.

5.8 Present status.

The project has been terminated and all records are now preserved in the archives of the University of Colorado library. In addition to the series described in this report, SRSS has developed two other sociology programs, *Inquiries in Sociology*, an introductory, one-semester course for grades ten through twelve; and *Reading in Sociology*, a series of seven paperback books of sociological readings, also for students in grades ten through twelve. Both programs are described separately in this volume.

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Adelson, N.C. and Crosby, S.G. *The American Government Information Unit.* San Francisco: Far West Laboratory for Educational Research and Development, 1971.

Social Science Education Consortium. Evaluation of curricular projects, programs, and materials. *Social Education,* 1972, 36 (7).

Sociological Resources for the Social Studies. *Transitions, Instructor's Guide.* Boston: Allyn and Bacon, Inc., 1972.

Foreign Policy Association International Studies in Elementary and Secondary Schools

Prepared by:

Mary Jane Turner

INTRODUCTION

For over fifty years the Foreign Policy Association has engaged in activities designed to improve the quality of international education. The Association seeks to maintain a nonpartisan position on the major foreign policy issues and to provide the public with information on those issues.

In addition to providing seminar programs for adults and community groups, the Association has developed a variety of publications and programs. These materials, all designed for supplementary use in the secondary schools, provide teachers with background information, impartial analyses of current affairs, and new approaches to the teaching of world affairs. Teachers may use the materials as starting points for class discussions or as the basis for teaching units on specific topics.

The Association reports that two of their series enjoy widespread support in the schools. One, the *Headline Series*, consists of pamphlets written by experts, each concentrating on a current foreign affairs topic. Five pamphlets are published each year. Headline topics vary from individual countries such as "Our China Policy: The Need for Change" by A. Doak Barnett to world problems such as "Population" by Valerie K. Oppenheimer. The second popular publication is the *Great Decisions* series. Published in January of every year, this program is a study of eight foreign affairs topics considered by the Association to be among the most important to the United States. The booklets for this series. contain numerous discussion questions, in addition to charts, maps, and policy alternatives.

BASIC INFORMATION

Program name:
Foreign Policy Association International Studies in Elementary and Secondary Schools.

Format:
A diverse array of materials, including annually published pamphlets suitable for classroom use; two series of resource pamphlets for teachers; and paperback books.

Uniqueness:
The materials are focused entirely on education for international understanding.

Content:
Interdisciplinary approach to teaching about foreign policy issues; students and teachers are supplied with impartial background information and analyses of foreign policy problems.

Suggested use:
Materials are designed to supplement the regular curriculum.

Target audience:
Students of average or above-average abilities in grades 9-12; adults.

Length of use:
Flexible; varies with teacher preference and may be one day or eight weeks.

Aids for teachers:
Teacher's guide for Great Decisions only; resource pamphlets; bibliographies.

Availability:
All material currently available; ongoing publications are *Great Decisions*, published annually; *New Dimensions;* and *Headline Series,* published five times a year.

Director/developer:
James M. Becker/Foreign Policy Association, 345 East 46th Street, New York, N.Y. 10017.

Publishers:
Foreign Policy Association, 345 East 46th Street, New York, N.Y. 10017. *New Dimensions* is also published by Thomas Y. Crowell, 201 Park Avenue South, New York, N.Y. 10003 and *Intercom 1970-1972* is published by Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003. The following publishers offer the *Great Decisions* series at special discounts to high schools: *Great Decisions 1972:* Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017; *Great Decisions 1970:* Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The objectives of the curricular materials developed by the Foreign Policy Association are implicit in the general goals of the Association itself: to help develop young people who are capable of coping with today's problems and challenges.

> Future voters must enter adult society with a knowledge and understanding of varied cultures, and an interest in the United States' position in international affairs. This requires a broadening of the curriculum to include more attention to international affairs, to stimulate students to understand and analyze these issues [FPA, 1968, p. 2].
>
> Public opinion is a significant force in a democracy and informed public opinion is essential to its healthy functioning. . . . Citizens of a democracy not only have an obligation to inform themselves; they also have an obligation to make their opinions known [FPA, 1970, p. 7].

1.2 Terminal objectives.

The outcomes sought by the developers fall into two groups: cognitive and affective.

Cognitive skills (development of intellectual skills). Students should learn to assimilate available information, understand major concepts (nationalism, modernization, negotiation, spheres of influence, client-state, etc.), recognize assumptions underlying different points of view, perceive causes and implications of world events, assign priorities to policies, analyze alternative solutions, and make rational political choices.

Affective skills (attitude change). Students should gain an understanding of their own reasoning as well as the attitudes of others, become involved in free and open discussions, communicate their opinions to policy makers, and participate actively and intelligently in the democratic process.

1.3 Detailed objectives.

The publications do not contain specific learning objectives for students. Teachers who wish to use such objectives would have to prepare them themselves.

CONTENT AND MATERIALS

2.1 Content focus.

The focus of all FPA materials is on understanding vital international issues and problems. The developers feel that any attempt to understand and define our proper role in the world must be preceded by an examination and analysis of world events, conflicts, and attitudes. They suggest that, with the tremendous power and influence of the United States, the development of a "world consciousness" is essential.

The major content focus is political science. However, because the focus is on issues and events, the materials tend to be interdisciplinary, drawing on subject matter, concepts, and generalizations from most of the social science disciplines.

2.2 Content and organization of the subdivisions.

The Foreign Policy Association has produced a variety of programs and publications suitable for use in secondary schools. They include:

Headline Series: Published five times a year, each *Headline Series* pamphlet runs about sixty-four pages. Written by experts in their field, each focuses on a current foreign affairs topic. The issues contain maps, charts, discussion questions and suggestions for additional readings. The latter are included as starting points to help teachers plan study-groups or classroom teaching units. Titles of recent pamphlets are "The Interdependence of Nations" and "Latin America: Toward a New Nationalism."

Great Decisions: Published in January of each year, this is a non-partisan study of eight topics considered to be among the most critical foreign policy issues facing the U.S. Concise sections on each issue include background information, policy alternatives, maps, and discussion questions. The developers suggest classes cover one topic per week for eight weeks. Topics for *Great Decisions 1972* include: Vietnam and After, Our China Policy, and Our Crowded World. *Great Decisions 1973* will include White Rule in Black Africa, Japan: Partner or Rival, and Egypt After the Soviet Withdrawal.

In addition, the Foreign Policy Association develops each year, in cooperation with national media channels, another program which expands and elaborates on the topics developed in *Great Decisions*. For instance, in 1971, United Press International and the *Chicago Daily News-Sun Times* Wire Service, the Mutual Broadcasting System, the *New York Times* "Student Weekly," and many TV stations presented topic-related articles, programs, or supplements according to a regular schedule. The teacher might, therefore, wish to present materials from *Great Decisions* at the times when these presentations are being made. The dates of these presentations may be obtained from FPA.

U.S. Foreign Policy: The Critical Issues 1972-1973: Designed to stimulate discussion of foreign policy issues, especially during election times, this paperback summarizes facts and alternative policies open to the U.S. on thirteen foreign policy topics (e.g., Vietnam, The Middle East, defense, population). The descriptive brochure for the book lists a number of ways it can be used in the classroom, such as using it as a framework for analyzing how various individuals stand on issues or dividing the class into debate teams, each preparing arguments on one or more issues.

Toward the Year 2018: This is another paperback that may be used as a springboard for class discussions. Twelve leaders in science and technology discuss their projections for the future of their particular field. Among the fields represented are communications, computer technology, economics, population, and defense.

New Dimensions: This series of pamphlets considers recent research and development in the social sciences and demonstrates their classroom implications. This series is for teacher use only. Sample pamphlet titles are "Teaching the Comparative Approach to American Studies" and "Interpreting the Newspaper in the Classroom." *New Dimensions* is available from both the FPA and Thomas Y. Crowell Company.

Intercom: This series provides reference guides in world affairs for teachers and program planners. Each issue focuses on a specific topic and provides lists of references and resources for each. The FPA publishes only those *Intercom* issues written prior to 1969. Since 1969 the Center for War/Peace Studies has produced and published the series.

2.3 Materials provided.

Student materials. For most FPA programs and publications, teachers and students use the same materials. Each student or teacher should have his own copy of the materials.

For *Great Decisions*, there are separate student and teacher materials. The students' *Great Decisions* booklets contain (a) necessary background information; (b) impartial analysis of the issues; (c) discussion questions to stimulate thinking; (d) opinion ballots which are completed and sent to appropriate Congressmen; (e) bibliographies of additional source materials; and (f) maps and illustrations which can be used with an overhead projector.

Teacher materials. For most programs, there are no special teacher materials. The teacher's guide for *Great Decisions* contains discussion questions and suggestions for class activities such as role playing, debates, papers, committee reports, research projects, simulations, and so forth. It also contains lists of films, filmstrips, audio tapes, simulations, and other curricular materials which can be used in conjunction with *Great Decisions*.

2.4 Materials not provided. All FPA materials can be expanded by utilizing additional materials. Most publications contain lists of supplementary readings and outside information sources in addition to some films and newspaper articles.

CLASSROOM ACTION

3.1 Teaching/learning strategy.

FPA's instructional strategy is oriented around a discovery/inquiry type of approach in which students are exposed to a number of different points of view about each of the issues being studied. This method enables them to weigh the evidence, consider alternatives, and make up their minds on the basis of the data available.

3.2 Typical lesson.

No lesson plans or explicit teaching strategies are provided by FPA. Lesson activities, however, would probably be similar for all FPA-developed programs. Essentially, a lesson would begin with students reading over part or all of a selection, using the provided discussion questions or other questions to provoke the students' interest and channel their thinking. The number of sections read by the students each day should be determined by the teacher on the basis of the students' reading ability. The next step would probably be a class discussion of the reading. In order to vary the lessons, the teacher might develop other activities such as debates, role playing, team projects, and simulations to explore the topic under study. A lesson might be expanded by having some or all class members report on some of the outside readings suggested for the unit under study.

An example of such a lesson, given below, is from *Great Decisions 1972* and is entitled "Vietnam and After." The reading is eleven pages long and is broken into five sections: an introduction, "All over but the shooting," "Our world role in the 1970s: how low a profile?" "Our military commitments: another Vietnam in the making?" and "Making foreign policy: more voice to the people?"

After the students have read all of the sections, using discussion questions to guide their thinking, they would join in a class discussion of the questions. Examples of the developers' questions for the Vietnam lesson are:

> In your view, what political outcome to the Vietnam war would be the most satisfactory (or least unsatisfactory)? Which do you think is most likely at this point? Why?
>
> In what ways, if at all, do you think the U.S. should seek to use its "leverage" as the world's leading economic and military power to influence political developments abroad--particularly in Asia, Africa and Latin America?
>
> In your opinion, which (if any) components of the American policy-making process functioned poorly in our Vietnam policy? In what ways? What improvements do you suggest? [FPA, 1972, p. 12].

Outside readings could be used to add information to the discussion, either by having some class members report on them or by making copies available for the students to read through. Some of the ten readings suggested for this lesson are:

Etheredge, Lloyd, *U.S. Defense Commitments*. Booklet 43, Grass Roots Guides on Democracy and Practical Politics, published by Center for Information on America, Washington, Conn. 06793. 1971. 18pp. $.35. An up-to-date summary of all existing U.S. alliances.

Nixon, Richard, *U.S. Foreign Policy for the 1970's: Building for Peace*. February 25, 1971. USGPO. $1.00. The President's "State of the World" message to Congress; see particularly the section on the Nixon Doctrine, pp. 9-21.

Schlesinger, Arthur M., Jr., *The Crisis of Confidence: Ideas, Power and Violence in America*. Boston, Houghton Mifflin Co., 1969. 313 pp. $5.95. See particularly Chap. IV. "Vietnam: Lessons of the Tragedy," and pp. 293-300 on "The Dilemma of Presidential Power."

"The Pentagon Papers," as published by *The New York Times*. New York, Bantam Books (a Bantam Extra), 1971. 677 pp. $2.25.

The teacher may break the class into small discussion groups to sum up what has been discussed by the entire class. The lesson could also be summed up by having students write short responses to one of the questions which has been discussed, perhaps analyzing the class discussion in the process.

Another approach to this lesson might have been to set up a simulated Senate session in which some of the class members are "dove" Senators and others are "hawks." Using the information in the reading and other information from the outside readings, the students could argue for and against passage of a hypothetical Vietnam cease-fire resolution.

An opinion ballot, found at the end of this and other FPA booklets, carries student involvement a step further by providing a way for the students to express their opinions formally to their Congressmen. By being cast in the role of the citizen as policy-maker, the student is required to decide how he would shape American foreign policy if called upon to do so.

3.3 Evaluation of students.

Achievement would be defined by the developers in terms of ability to assimilate and assess the vast amounts of information about world issues with which the student comes into daily contact. There are no formal paper-and-pencil tests for evaluating whether this ability has improved. It is suggested, however, that a useful procedure would be to have students fill out the Opinion Ballots both prior to and after a topic is presented so that judgments can be made about how and why ideas have been changed or modified by the study and discussion of the materials.

Another possible means for measuring students' knowledge gains would be to devise oral or essay tests from the discussion questions presented with each issue.

3.4 Out-of-class preparation.

Teacher. Before each lesson the teacher would need to plan a lesson, familiarize himself with the background information in the student booklet, read appropriate outside source material, and determine which of the questions provided he will use to stimulate discussion. If any supplementary activities were to be utilized, the teacher would have to obtain the necessary materials (filmstrips, films, resource books for reports, etc.). If the program were to be coordinated with mass media presentations, arrangements would have to be made well in advance to get the articles from the particular news services or publishers.

Student. Homework would probably consist of reading the assigned background information in the pamphlet. It would be possible, however, that the teacher might require reports, preparation for a debate, or "outside" reading.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The students should probably be grouped homogeneously according to some factor--age, grade level, performance, reading ability, etc.--to provide a basis for mutual interaction. The material could be used in a self-contained classroom or by specialists who would concentrate on their area of expertise. No special equipment is needed.

4.2 Student prerequisites.

The materials are suitable for average or above-average students in grade 9 and for average students thereafter. The issues and problems selected are relevant and interesting, and, with careful adaptation might be useful for slow learners. Such adaptation would probably involve tape recording the readings so that students could listen to them or rewriting the materials in simple language.

4.3 Teacher prerequisites and training.

A social studies background would be helpful to the teacher implementing FPA materials, but any teacher willing to do some outside reading could use the materials. A teacher should be skilled in leading discussions and should be able to devise other appropriate learning activities.

FPA has discontinued its School Services Program which provided consultants for workshops.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source		Cost per Item	Replacement Rate
Great Decisions pamphlet	1 per student per year	FPA	1963-1972	$3.00	Reusable but becomes dated because of nature of contents
		Allyn & Bacon	1970	1.96[a]	
		Holt, Rinehart & Winston	1972	1.71[a]	

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[a] While FPA publishes all issues, Allyn & Bacon and Holt, Rinehart & Winston offer discounts on the above-noted issues.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Teacher's Guide	1 per teacher	FPA 1972 Allyn & Bacon	free $ .24	Reusable but becomes dated because of nature of contents
Headline Series	1 per teacher & student	FPA	1.00[b]	Reusable
U.S. Foreign Policy: The Critical Issues	1 per student & teacher	FPA	1.25[b]	Reusable
Toward the Year 2018	1 per student & teacher	FPA	5.95[b]	Reusable
New Dimensions	1 per teacher	FPA or Thomas Y. Crowell	2.50[b] 2.00	Reusable
Intercom 1962-1969	1 per teacher	FPA	1.00	Reusable
Intercom 1970-1972	1 per teacher	Center for War/Peace Studies[c]		

[b] Discounts available for bulk ordering.

[c] Obtain cost information from Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10013.

Other costs.

The *Great Decisions* pamphlets contain suggestions for using a wide variety of supplementary resources. These materials range in price from about $1.00 to about $100.00. The annotated bibliographies in the *Great Decisions* pamphlets teacher's guide often include the price of each resource.

4.5 Community relations.

FPA material is objective and non-partisan. All value positions are presented without normative comment. Only to the extent that a community might demand biased or one-sided subject matter could the program cause difficulty.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Citing survey data, the Foreign Policy Association states that, although most Americans realize the need for modernizing our educational system, the field of social studies (and particularly world affairs education) has not changed significantly in the past 25 years. It is their premise that, if young people are to learn those analytical skills necessary to assess their total environment, cope with complex problems and challenges, and become knowledgeable participants in the governmental process, there must be curricular change.

By focusing on world issues of immediate relevance, the developers feel that global perspectives and opinions can be formed. (See sections 1.1 and 1.2.)

5.2 Program development.

There is no information available about the development cycle of the materials.

5.3 Developer's evaluation.

Extensive evaluations were done by the FPA but there is no report on the nature of variables considered.

5.4 Results of evaluation.

No information is available.

5.5 Independent analysis of the program.

No information is available.

5.6 Project funding.

The development of Foreign Policy Association materials has been funded by many corporations and individuals as well as by the Office of Education.

5.7 Project staff.

James M. Becker was Director of School Services for FPA. Authors of individual pamphlets are too numerous to cite.

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Foreign Policy Association. *Annual Report 1967-1968.* New York: Foreign Policy Association, 1968.

Foreign Policy Association. *Foreign Policy Priorities--1970-1971.* New York: Collier Books, 1970.

Foreign Policy Association. *Teacher's Guide to Great Decisions 1966.* New York: Foreign Policy Association, 1966.

From Subject to Citizen

Prepared by:

Merle M. Knight
Sandra G. Crosby

INTRODUCTION

From Subject to Citizen is a one-year history course suitable for students in grades 8-12. The course, dealing with both United States and English history, focuses on two fundamental concepts: (a) political power and its impact on human society, and (b) political culture, or the way people think, feel, and act about things political.

The course materials are divided into five units, each concerned with particular issues and occurrences during a given historical period. Working with original and secondary source materials, students trace the evolution of political status in present-day America, beginning with the political status of subjects during the reign of Queen Elizabeth I and moving to that of citizens in the twentieth century. The materials do not constitute a chronological survey, but are rather in-depth examinations of bench marks in the political development of the American people. Activities require students either to play the role of historians or to recreate history. Many simulation games are included, as are case studies and exercises calling for both individual and group work.

The developers recommend that the teacher act more like a guide and consultant than a lecturer. To assist teachers, they provide a comprehensive teacher's guide containing strategies for each unit, bibliographies of additional materials, and a general overview of the course, plus a handbook for evaluating student performance. Inservice teacher-training workshops are available from EDC.

BASIC INFORMATION

Program name:
From Subject to Citizen.

Format:
Five units, each containing primary and secondary source materials, plus worksheets, games, records, role plays, and a newspaper.

Uniqueness:
Through such activities as role play, games, and examination of evidence cards, students should begin to think historically and politically about the origins and nature of their own political system.

Content:
Use of political science concepts and historiography to examine documents from 17th-18th century English and American history.

Suggested use:
Complete one-year program dealing with aspects of United States and English history.

Target audience:
The developers state that the materials can be used with students of average or above-average ability in grades 8-12.

Length of use:
The five units comprise a one-year United States history course; each unit requires 4 to 6 weeks to complete.

Aids for teachers:
A teacher's guide accompanies each of the five units; inservice training is also available through the developer.

Availability:
All units are available.

Director/developer:
Nona Plessner Lyons/Education Development Center, Inc. (EDC), 15 Mifflin Place, Cambridge, Massachusetts 02138.

Publisher:
Denoyer-Geppert Company, 5235 Ravenwood Avenue, Chicago, Illinois 60640.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The developers believe that the influence of the family as an agent of political socialization in a child's life is more limited than had previously been thought by sociologists and educators, and that the school emerges as the most influential agent in this realm.

They further believe that the schools have failed as agents of political socialization. "Classroom instructing may result in a kind of 'copybook civics' and mythic history which leads a child to have unrealistic perceptions of the citizen's role and the nature of government"[Patterson, p. 17]. The developers go on to say that, "If we instill in children a utopian view of the citizen and his government, we may unwittingly contribute to his later disillusionment and alienation"[Patterson, p. 17]. In adult life, the student will find the world less perfect than that pictured in most textbooks and civics or history classes. He may therefore be ill-equipped to achieve political maturity, which requires a level of rational insight and ultimate activism in which an individual can conceptualize political structures and realize political goals.

The developers believe that *From Subject to Citizen* contains materials which will enable students to attain the knowledge, skills, and attitudes appropriate for achieving political maturity.

1.2 Terminal objectives.

The program has one all-inclusive terminal objective:

> To give students information and skills to begin the study of (a) causality in political processes and (b) the development of political values in a society.

By implication, students will also acquire an understanding of attitudes and values in American politics.

1.3 Detailed objectives.

These objectives are presented in the teacher's guide as organizing ideas. Sample objectives are taken from the unit entitled "Queen Elizabeth: Conflict and Compromise":

1. to use evidence to form a theory,
2. to explore "What is treason?"
3. to debate how to meet the Spanish Menace: preventive action vs. watchful waiting.

CONTENT AND MATERIALS

2.1 Content focus.

From Subject to Citizen examines those periods of Anglo-American history during which political relationships underwent rapid and radical change. Although the course spans the historical time period from 1580 to the present, each unit provides detailed information concerning a particular political crisis or power struggle. The units show the contrast between the British and American experiences in developing viable political systems and illustrate how the American experience provided a political culture incompatible with British political processes. The final unit deals with (a) the development of federalism as a compromise to the political power conflicts arising out of American independence and (b) the role of law in maintaining a balance of power in favor of the citizen in the American political system.

2.2 Content and organization of the subdivisions.

The course is focused on two fundamental concepts of political science. The first of these is power, particularly political power, and its impact on human society. By political power the developers mean the relationship between the governors and the governed. The second concept is political culture--that part of the whole or general culture concerned with the way people feel, think, and act about things political.

The five questions below are used in the materials to develop an understanding of these two concepts:

1. What is power in human society?
2. On what does power depend?
3. What role does the individual play in bringing about change?
4. How have changes in power structure taken place?

5. What is necessary for stability and legitimacy in power relationships?

The course is divided into five units, each of which is concerned with particular issues and occurrences during a given historical period. Each topic requires from one to ten days of study for sufficient coverage. A unit usually takes from four to six weeks to complete.

The content of the five units follows:

Unit I: "Queen Elizabeth: Conflict and Compromise". The unit examines sixteenth-century England, especially the leadership style of Elizabeth I. A variety of case studies provide information for answering the question, "What is the Queen's policy?" The cases studied involve analyzing issues pertaining to religion, succession, foreign relations, and Elizabeth's dealings with Parliament. A major focus of the unit is the Queen's use of compromise as a political strategy.

Unit II: "The King Vs. the Commons". In this unit, students are encouraged to compare and contrast the leadership styles of Queen Elizabeth I and King Charles I and to draw some conclusions about the nature of each one's power and how this power was used. Students also explore the breakdown of King Charles' power and the emergence of the power of the Commons. Religion and taxation, two issues studied in the Elizabethan unit, provide the focus for studying the power contest between the King and the Commons.

Unit III: "The Emergence of America". In this unit, students analyze one aspect of political culture--the changing attitude of a people toward established governmental authority. "The Emergence of America" shows how, over time and in a new environment, the English created new power relationships in establishing their government.

Unit IV: "The Making of the American Revolution". By examining documents in this unit, students seek to answer the question, "Who had the final say in American affairs?" Students explore relations between England and the American colonies and look at how the issue of final authority was settled.

Unit V: "We the People". In the last unit, students consider the role of law in the development of the American political system and how law is used to maintain a balance of power in favor of the individual. The issue of the separation of powers is studied in nineteenth- and twentieth-century cases involving the rights and liberties of citizens.

Several games are played in *From Subject to Citizen*. A description of one of them, "Armada," follows.

Students begin by listening to a recording of a discussion between an English lady and a Spanish gentleman. Their conversation concentrates on the strength of ships, guns, and men in their respective fleets. Students then study a chart which helps them to understand the technology of each country. The game provides insights into the nature of power by contrasting King Philip's style of leadership with Queen Elizabeth's. The game also emphasizes power and technology, especially in modern times. It is designed to be played simultaneously by multiple groups of five students and lasts for about 60 minutes.

After the game, students read a pamphlet entitled "Who Won?" Even though there may be a decisive winner of the game, the pamphlet shows that there was no clear-cut military victor in the Armada confrontation. Based on this evidence, students are encouraged to develop theories regarding victories and what is meant by winning. The exercise could also lead students to consider the role of myth in history, especially military history. In addition, students may be discouraged from the kind of thinking that advises, "Let's drop the bomb and get it over with."

2.3 Materials provided.

Student. Student materials consist of nine stapled, papercovered booklets containing pictures, maps, illustrations, narratives, songs, and documents. In addition, there is an introductory booklet which contains an explanation in pictures of the concept of power, a general description of *From Subject to Citizen*, and an introductory exercise concerning "The Mystery of Roanoke Island."

Teacher. A teacher's guide accompanies each set of student booklets. The guide provides background information and suggested strategies for teaching each unit. The unit plans are further divided into lesson plans; each lesson plan covers several days of instruction. In addition, there is an introductory guide which explains organizing ideas for the course. The teacher's guides also include a bibliography of materials. Suggestions are made for utilizing these supplementary materials in appropriate lessons. Also provided is a guide for evaluating student progress, entitled "Strategies for Measuring Learning."

Four 33-1/3 rpm records come with the materials and are integrated with each of the first four units. They are entitled, "Queen Elizabeth: Conflict and Compromise," "The Corruptible Crown," "Brave New World," and "The British Dilemma."

Two games, "Armada" and "Empire," are intended to be played with Unit I and Unit III. The games are included with the materials, but may be purchased separately. The games are designed for classes of 25 to 45 students and require a number of days for planning, participation, and debriefing.

Other materials included with the course are a set of evidence cards, a prospectus, a King vs. Commons card game, a set of Long Parliament role-play cards, a worksheet and newspaper,a negotiation-convention game and convention flier, a set of Edward's trial cards, and a set of Sudbury role-play cards.

2.4 Materials not provided.

The course can be successfully taught without any supplementary materials.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The strategies implicit in the materials, and explicitly called for in the teacher's guides, involve the students either in playing the role of historians or actually recreating history. Students are confronted with political dilemmas which require making decisions based on a number of alternatives. Data for making these decisions are provided in the form of original and secondary source material. Students work individually and in groups in making inferences and formulating hypotheses and theories. They then challenge one another's inferences, hypotheses, and theories and compare and contrast their individual and group decisions with actual historical decisions. Students also apply their newly acquired knowledge and skills to contemporary political dilemmas. A variety of simulation games, role plays, case studies, and other activities enhance the documents and readings in each unit. The teacher acts as a guide and/or consultant for all activities.

3.2 Typical lesson.

In Unit V, "We the People," a role play is used to help students understand what is involved in making political compromises.

The class is divided into six groups during the simulation, each representing one of six states present at the Constitutional Convention. These six states--three large and three small--are Virginia, Massachusetts, South Carolina, New Jersey, Delaware, and Maryland. Each group receives a card containing information about its state: its size, population, and position on three issues. The issues under consideration are: representation in Congress, importation and representation of slaves, and the single and the plural executive. At least one argument in favor of each position is given to help students begin defending their positions.

Each group of students represents the delegates of a given state. They begin by selecting a chairman and messengers. Each state delegation must cooperate with others in working out a resolution to each issue so that a majority vote can be reached at the Convention.

During the first session of the simulation, each group reads its card and discusses additional arguments to support its positions. The group then sends messengers to discover which other states are for or against the issues and to persuade other states to join them. Through these caucuses, students determine which issues have a majority vote and which do not. After each messenger reports back to his respective group, the group prepares an oral report to the Convention.

In the second session, each state presents its positions to the other delegations. Upon completion of these reports, each state sends one member to cast a secret ballot on each issue. An issue is settled when a majority vote is cast either for or against it. No stalemates may be accepted; if a stalemate occurs, a compromise plan must be worked out.

The same procedures are followed in subsequent sessions until a majority decision is reached on each issue.

The third session of the simulation takes the form of a game because winners earn points. Whereas the other sessions emphasized issues and debates on these issues, the earning of points for being on the winning side of an issue heightens the tension between commitment to the state's position and the desire for agreement.

A debriefing follows in which students read what actually happened at the Constitutional Convention and then discuss how their situation and the real Convention produced similar or contrasting results. Students are also expected to explore answers to a number of analytical questions posed by the simulation. The entire simulation should take two or three days to play.

3.3 Evaluation of students.

The developers have prepared a handbook for student evaluation called "Strategies for Measuring Learning." It describes various methods for evaluation from which the teacher can select those appropriate to his situation.

3.4 Out-of-class preparation.

Teacher. Considerable daily preparation will be necessary before teaching each lesson. The teacher should read the background and student materials and work through student assignments beforehand. On a number of occasions it will be necessary to rearrange classroom furniture and duplicate materials.

Student. Most of the materials must be read during and in conjunction with a classroom activity. All readings are brief and none should take more than 10 to 15 minutes to complete.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

These materials could probably be used in any type of school and with homogeneously or heterogeneously grouped students, in either a conventional classroom or a team-teaching situation. The materials should also work well with flexible or modular scheduling. Moveable furniture would be an asset for those activities where the students work in groups.

4.2 Student prerequisites.

The program has been used successfully with average and above-average students in grades 8-10. It has also worked well with average, non-college-bound students in grade 12. Further testing of the program's applicability in grades 8-10 is currently underway. The developers are not certain how well the program would work with above-average students in grades 11 and 12. Below-average readers in grades 8-10 may have problems reading the documents, but should benefit from group work, role playing, and games.

4.3 Teacher prerequisites.

Teachers should have a good background in American and English history, a working knowledge of contemporary events, and a thorough understanding of historical methodology and historiography. Ideally, teachers should receive pre-implementation training. Workshops sponsored by the publisher and the project are available on a regional basis. Workshop participants are asked to furnish their own room and board and pay $30-50 to cover the cost of workshop materials. The developer covers the cost of workshop staff. Information about workshops is available from Nona Plessner Lyons, project director, at EDC.

4.4 Cost of materials, equipment, services.

A complete set of materials for a class of 30 students and one teacher costs $415.00. The only materials in this set which have to be replaced annually are the Sudbury worksheets for Unit III. A breakdown of the cost per item is given below.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Introductory Unit: Student Text	1 per student	Denoyer-Geppert	$ 3.00	Reusable
Teacher's Guide	1 per teacher	Denoyer-Geppert	$ 1.50	Reusable
Unit I: Student Text (1 set of 2 booklets)	1 set per student	Denoyer-Geppert	$ 1.80 per set	Reusable
Teacher's Guide	1 per teacher	Denoyer-Geppert	$ 2.50	Reusable
Campion Evidence Cards	1 set per student	Denoyer-Geppert	$ .40	Reusable
Prospectus	1 per student	Denoyer-Geppert	$ .40	Reusable
Record	1 per teacher or classroom	Denoyer-Geppert	$ 4.00	Reusable

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Unit II:				
Student Text	1 per student	Denoyer-Geppert	$ .85	Reusable
Teacher's Guide	1 per teacher	Denoyer-Geppert	$ 2.50	Reusable
King vs. Commons game	1 per teacher or classroom	Denoyer-Geppert	$ 4.00 per set (includes 6 games)	Reusable
Long Parliament role-play cards	1 set per teacher or classroom	Denoyer-Geppert	$ 12.00 per set	Reusable
Record	1 per teacher or classroom	Denoyer-Geppert	$ 4.00	Reusable
Unit III:				
Student Text (1 set of 3 booklets)	1 set per student	Denoyer-Geppert	$ 1.80	Reusable
Teacher's Guide	1 per teacher	Denoyer-Geppert	$ 2.50	Reusable
Empire Game	1 set per teacher or classroom	Denoyer-Geppert	$ 39.95	Reusable
Sudbury role-play cards	1 per teacher or classroom	Denoyer-Geppert	$ 10.00 per set	Reusable
Sudbury worksheets	1 set per student	Denoyer-Geppert	$ .10	Annually
Record	1 per teacher or classroom	Denoyer-Geppert	$ 4.00	Reusable
Unit IV:				
Student Text (1 set of 2 booklets)	1 set per student	Denoyer-Geppert	$ 1.90	Reusable
Teacher's Guide	1 per teacher	Denoyer-Geppert	$ 2.50	Reusable
Newspaper	1 per student	Denoyer-Geppert	$ .45	Reusable

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Unit IV (continued):				
Record	1 per teacher or classroom	Denoyer-Geppert	$ 4.00	Reusable
Unit V:				
Student Text	1 per student	Denoyer-Geppert	$ 2.45	Reusable
Teacher's Guide	1 per teacher	Denoyer-Geppert	$ 2.50	Reusable
Negotiation-convention game	1 set per teacher or classroom	Denoyer-Geppert	$ 5.00 per set (includes 5 games)	Reusable
Convention flier	1 per student	Denoyer-Geppert	$ .60	Reusable
Edward's trial cards	1 set per student	Denoyer-Geppert	$ .50	Reusable
"Strategies for Measuring Learning"	1 per teacher	Denoyer-Geppert	$ 4.50	Reusable

4.6 Community relations.

There should be no community problems concerning the teaching of these materials.

PROJECT DEVELOPMENT AND EVALUATION

5.1 Rationale.

The basic learning principle utilized to develop these materials is what Jerome S. Bruner calls the "hypothetical mode." In this mode ". . . the teacher and the student are in a more cooperative position with respect to what in linguistics would be called 'speaker's decision'"[Patterson, 1965, p. 17]. Bruner contrasts this method with the expository mode where the student is a bench-bound listener. In the hypothetical mode, the student becomes involved in the evaluation of alternatives. Bruner says, "I think it is largely the hypothetical mode which characterizes the teaching that encourages discovery"[Bruner, p. 83].

5.2 Program development.

The Education Development Center's Social Studies Curriculum Program grew out of a conference held in Dedham, Massachusetts, in June 1962. The Endicott Conference, as it is called, was convened to explore the possibilities of curriculum reform in the social studies, similar to the reform in science and mathematics. A committee was formed to make plans for a full-scale endeavor at social studies curriculum reform. The result was the EDC Social Studies Curriculum Program. The project's goal is to develop materials which will involve students in the study of some of the basic problems of human society throughout history. Funds from the National Science Foundation, the Ford Foundation, and the Carnegie Corporation have made the realization of this goal possible.

From Subject to Citizen is a result of the EDC Social Studies Curriculum Program's endeavors. Development of the materials started in September 1966. After a number of field tests and revisions, the materials were made available commercially in 1970.

5.3 Developer's evaluation.

EDC's evaluation report was not available when this review was prepared. Readers are advised to contact EDC in Cambridge for details.

5.4 Results of evaluation.

Information is not currently available.

5.5 Independent analyses of the program.

In the April 1970 issue of *Social Education* there is a review of *From Subject to Citizen* written by Norris M. Sanders and Marlin L. Tanck. In the review the authors comment on each of the five units and state that in some cases, such as in a simulation game for Unit I, "Queen Elizabeth: Conflict and Compromise," the instructions "are not spelled out in the precise manner normally found in most simulation games" [Sanders and Tanck, p. 391-392].

When critiquing the course as a whole, the reviewers state:

> The description of the subject matter and varied methodology for the course is academically impressive. However in this reviewer's judgment it would take an unusually capable and cooperative class to execute the lessons in the spirit in which they are planned. The biggest problem is that much of the raw data is too detailed and too difficult for an average class of eighth graders [Sanders and Tanck, p. 390].

They add:

> In reading this course this reviewer is impressed by the scholarship and ingenuity in composing varied types of lessons. The big question is whether students in many eighth-grade classes are intellectually ready for the concepts and psychologically courageous enough for the group activities [Sanders and Tanck, p. 393].

5.6 Project funding.

From Subject to Citizen was developed as a part of the Social Studies Curriculum Program of the Education Development Center, Inc., under grants from the Ford Foundation and the Carnegie Corporation.

5.7 Project staff.

The Social Studies Curriculum Program of the Education Development Center is directed by Peter Dow. Nona Plessner Lyons is currently the director of the *From Subject to Citizen* project. Franklin Patterson of Hampshire College was also heavily involved in the development of *From Subject to Citizen*.

REFERENCES

Bruner, J. S. *On Knowing: Essay for the Left Hand*. Cambridge: Belkough Press of Harvard University Press, 1963.

Patterson, F. K. *Man and Politics: Occasional Paper No. 4*. Cambridge: The Social Studies Curriculum Program, Educational Development Center, Inc., 1965.

Sanders, N. M. and Tanck, M. L. A critical appraisal of twenty-six national social studies projects. *Social Education*, 1970, 34 (4).

Geography in an Urban Age

Prepared by:

Vicki Ertle

INTRODUCTION

In most traditional geography courses today, students memorize the names and capitals of countries and states, learn the kinds of products produced in different regions, and study the locations of oceans, rivers, and mountain ranges. Rarely do they question why people and events develop a certain way in one place and differently in some other. The High School Geography Project (HSGP) hopes to change this situation by presenting a "settlement theory" of geography. Instead of asking students "What is where?", this theory asks "Why is it where it is?" and "Why isn't it some other place?".

Geography in an Urban Age, the course HSGP developed over a nine-year period, concentrates on teaching students ideas and concepts, emphasizing the interaction of man and his physical, social, and cultural environment. Highest priority is given to student activity and in each of the six units students engage in many simulation activities and work with various manipulatives. The course is multimedia, using filmstrips, transparencies, and records, so that student interest will remain high. Teachers guide the students along the activities and initiate class discussions, but for the most part students work with other classmates gaining knowledge from an exchange of ideas and debate.

BASIC INFORMATION

Program Name:
Geography in an Urban Age.

Format:
Six units, each covering a particular theme (cities, agriculture, land use, etc.)

Uniqueness:
Inquiry approach; students work with manipulative materials such as maps, games, and charts, and engage in many simulation and role-playing activities.

Content:
Interdisciplinary approach to geography; in the first five units students examine cities, manufacturing and agriculture, the natural environment, the cultural and political implications of land use, and then in the sixth and final unit, students apply this knowledge in a case study of one country, Japan.

Suggested Use:
Complete one-year course in geography or supplementary units.

Target Audience:
Students of average and above-average abilities in grades 9 and 10; can also be used in grades 11 and 12.

Length of Use:
Approximately 3-8 weeks per unit; one year for entire course.

Aids for Teachers:
Detailed teacher's guide for each unit, plus classroom materials kit of manipulative and audiovisual materials.

Availability:
All materials available since September 1970.

Director/developer:
Dana Kurfman/High School Geography Project, Boulder, Colo. (Project concluded August 1970). Project business is being handled by the Association of American Geographers, 1146 16th St., N.W., Washington, D.C. 20036.

Publisher:
The Macmillan Company, School Division, 866 Third Avenue, New York, N.Y. 10022.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The primary goal of the High School Geography Project is to improve the quality of geography in American high schools. In their own words, the developers of *Geography in an Urban Age* say the course seeks to "narrow the gap between the discipline as it is taught in the high school classroom and the frontiers of current research and professional thinking in geography" [Patten, 1970, p.3]. To this end the course materials were designed so that students would learn some of the ways geographers look at the world, some of the questions geographers ask about the world, and many of the methods geographers use to answer the questions they ask.

Besides providing students with both knowledge and the skills to generalize and think abstractly about a variety of concepts, the developers believe that one of the most important benefits their course can have is "transferability," or the sort of learning that will enable students to apply these skills to other relevant problems. They state, "If the course is successful, the student should not only be helped toward a perception of his present world in new and meaningful ways, but he should also possess sharpened mental tools for thinking about the world long after his high school geography course is concluded" [Patten, 1970, p.3].

1.2 Terminal objectives.

To meet the basic goal of improved geography in the classrooms, the developers have specified certain skills that students should achieve by the time they complete the course. Although these objectives are not categorized in any special way, some are cognitive in nature (that is, related to thinking or knowledge skills) while others are affective (or related to values and attitudes). In terms of cognitive skills, students are expected to achieve the following objectives, among others:

1. The ability to use skills of application, synthesis, evaluation, judgment, and classification.
2. The ability to use the above mentioned skills to reach conclusions and make generalizations.
3. The ability to translate data from one type of symbol (graphs, charts) to another (verbal, report) [Patten, 1970, p.25].

In terms of affective objectives, the developers list the following:

1. A positive attitude toward geography as a way of thinking and viewing the world.

2. An awakening of positive attitudes toward school and fellow students [Patten, 1970, p.25].

1.3 Detailed objectives.

The developers provide "educational objectives" for each unit and for each activity within that unit. These objectives, used for evaluation purposes, are descriptions of specific knowledge or skills that students should be able to demonstrate on completion of an exercise. For example, the following are three of the educational objectives for Unit II, Manufacturing and Agriculture:

At the conclusion of the Unit, the student should be able to:

1. Describe in a general way the distribution of manufacturing in the United States.

2. Indicate the kinds of decisions on what to raise the farmers must make, and discuss the factors that influence these decisions.

3. Discuss the differences that exist between the farmers' and the manufacturers' decision-making process and marketing situations [High School Geography Project, 1970, p.vii].

CONTENT AND MATERIALS

2.1 Content focus.

Geography in an Urban Age focuses on the varied institutions and technologies of societies around the world in order to illustrate the sociological, economical, political, and cultural implications of man's relationship with the land. The materials have been designed to show the "geographer's way." Using them, students not only learn how to apply the specific tools of a geographer, such as aerial maps and data sheets, but they also discover how the other social sciences affect geographical questions. The six units in the course deal with cities, manufacturing and agriculture, cultural processes, political processes, mans' habitat and resources, and Japan. Studying these six areas, students examine the various places where people live, why they live the way they do, how the earth both influences and constrains people, and how man in response modifies his surroundings according to his needs.

2.2 Content and organization of the subdivisions.

The course is organized around geographical themes, specifically the five areas the developers consider most relevant to the study of geography. Each of these areas makes up the content of one of the five units: "Geography of Cities," "Manufacturing and Agriculture," "Cultural Geography," "Political Geography," and "Habitat and Resources." The sixth unit, "Japan," is a case study of the modernization of Japan in which students apply knowledge gained in the first five units to the problems of a developing nation.

Brief descriptions of the content of each of the six units follow:

Unit I, "Geography of Cities," deals directly with the settlements of man. The first four activites emphasize the structure of cities, site characteristics, factors that influence the growth and decline of a city, and the importance of transportantion and accessibility. In these activities, students learn such skills as interpreting aerial photographs and maps and analyzing graphs and charts. In the "Portsville" activity students build their own city and work in groups deciding how this city may have been organized at three different time periods. Students also examine the sizes and spacing of cities and learn about cities with special functions such as Grand Junction, Colorado, a retail city. Optional activities include a local community study and local shopping survey and a study of the phenomenon of megalopolis.

Unit II, "Manufacturing and Agriculture," is concerned primarily with economic geography and focuses on farming and industry. In two activities students engage in role playing. In one, the class acts out roles of company officials who must decide where to locate a metal fabricating company in the United States. In the other activity, students assume the role of farmers in western Kansas to learn how crops are affected by natural and economic factors. Areas outside the United States are also examined. Students listen to recorded interviews of farmers in Costa Rica and Poland and then discuss the factors that influence what crops the farmers raise. Students also read about mass hunger and the problems of underdeveloped countries.

In Unit III, "Cultural Geography," students investigate customs and ideas of different lands and learn how cultural heritage can be used to distinguish cultural regions. Sports and Islam are topics used in two activities to illustrate the concept of cultural diffusion. In one, "A Lesson from Sports," students examine the origins, development, and spread of basketball, football, and other sports and discuss how other countries learn about different athletic events. In the activity on Islam, students read the history of Islam and then work in groups to chart its spread during three periods of growth. Students also view slides on the various uses of cattle to learn that customs which may seem strange to Americans make sense when viewed in a cultural perspective. In the last activity slides of several American and foreign cities demonstrate that a certain cultural uniformity is occuring throughout the world.

Students explore the interplay between politics and geography in Unit IV, "Political Geography." In one activity designed to teach decision making and "compromise skills," students become legislators and citizens of a hypothetical state confronted with the problem of distributing limited government funds to various sectors of the state. Students also learn about gerrymandering by working with hypothetical voting data and then solve a malapportionment by drawing up new voting districts. "School Districts for Millersburg" demonstrates for students the political and social implications of district boundaries and requires them to use analytical skills to establish school districts and then justify their decisions. In this activity, students must district a city for high schools, taking into consideration industrial and business areas, family income, ethnic distribution, and population density. Other activities involve students in an international boundary dispute and use London as a case study in metropolitan government.

The interaction of man and his natural environment is the subject of Unit V, "Habitat and Resources." Various activities focus on how cultural traditions, population, and technology affect the ways in which people use similar habitats. One activity, "Two Rivers," compares the Salton Sea area of California with the Nile Delta. These areas are physically similar but differ in the way man has modified his habitat. The problems associated with man's use of the environment are studied in three exercises. One deals with flood hazards, another with the importance of water balance and society's water requirements. In the third activity, students role-play representatives of Australian conservation, recreation, and mining groups who are in competition for use of a certain piece of land. New York City is used as a case study to investigate the relationship between consumption and waste production and how it affects ecological balances.

The last unit, "Japan," deals exclusively with this one region. A filmstrip compares Japan and North America and then students examine traditional and modern Japan in more detail. Students work with much raw data in graphic, tabular, and map form to investigate Japan's rapid growth and help explain how the country modernized so quickly. In the last activity, the problems of underdeveloped countries are considered with Japan serving as a model for economic growth.

The units and the activities within the units are not sequenced in any fixed order. However, if a school adopts the entire course, it seems logical to teach the units in order as they are loosely structured according to the level of difficulty of the skills presented. Unit I begins with a familiar theme, American cities, and then the units move on to other parts of the world and to rural locales. Basic geographic skills are introduced in the early units and are emphasized at more complex levels in later units. The developers state, however, that the six units can be effectively taught in any order and that the final choice is left to the teacher.

Many of the materials may be used in courses other than geography. The "Political Geography" unit may be incorporated in American government classes and the unit on Japan could be used in economics and anthropology classes. Several activities may also be used as supplements in other social science courses; for instance "School District for Millersburg", Unit IV, is suitable for urban studies and sociology classes. Persons interested in using the materials as supplements are referred to an article from the *Journal of Geography*, December 1970, "Multiple Uses of High School Geography Project Course Materials" by Robert M. Carson and Ronald J.B. Carswell. Reprints are available free from the Macmillan Company.

2.3 Materials provided.

Student materials. All readings, maps and other illustrations, and questions which require no student writing are put together in softcover Student Resources books. There is one Student Resources book for each unit. Consumable student materials are contained in Student Manuals. Materials which should not be seen in advance by students are packaged separately in a "Classroom Materials Kit." Such materials include stereograms and stereoviewers (3D aerial photographs and viewers), simulated newspaper sheets, tapes and records, transparencies, a modulex board and lego pieces, and filmstrips.

Teacher materials. There are six softcover teacher's guides, one for each unit. Each guide provides very detailed instructions for use in teaching the unit activities. The guides contain: (a) an overview chart of all unit activities, listing such things as class periods required, possible home assignments, and major ideas and skills to be learned; (b) an introduction to the content of the unit; (c) a list of unit objectives and suggestions for using these objectives for student evaluation; (d) a list of all materials needed to teach the unit; (e) an "advance planning" section that discusses points teachers should consider before starting the unit; and (f) separate guidelines for each unit activity.

2.4 Materials not provided.

The developers recommend the use of various films: "Hunger in America," "Population Explosion," "India and Her Food Problems," "Islam," "Canada--Unity or Disunity," and "The Hat." Maps of the world, the United States, Canada, Asia, and assorted local maps are also recommended. None of these are provided, but the teacher's guides list distributors.

Many activities call for inexpensive materials that must be provided by teachers or students. These materials range from colored pencils and cleaning cloths to ruler and pins.

There are also reference handbooks that teachers of *Geography in an Urban Age* will find helpful. One, *The Local Community: A Handbook for Teachers*, is a guide book for social studies teachers to help them teach geographic concepts about their particular local area. The book, prepared by the High School Geography Project staff, contains background reading on geography, and suggestions for learning and teaching related concepts. Activities designed to help students apply the concepts in an examination of their home area are also provided. An extensive annotated bibliography informs teachers of additional source materials. (See section 4.4 for distributor.)

The second handbook, *Sources of Information and Materials: Maps and Aerial Photographs*, was also prepared by the HSGP staff. It contains a comprehensive list of sources of cartographic (pertaining to maps) information, ideas, and materials. An annotated bibliography on maps and air photos lists sources of sheet maps, topographic maps, wall maps, map transparencies, and aerial and space photographs. (See section 4.4 for distributor.)

CLASSROOM ACTIVITIES

3.1 Teaching-learning strategy.

Student activity is stressed in *Geography in an Urban Age* to avoid what the developers term "routine and monotony." The multimedia course materials reflect the staff's conscious efforts to vary the classroom pace and keep student interest high. While some exercies require students to read and answer questions, write reports, and listen to short lecutres, the majority of the activities call for simulation and role playing, interviews, open-ended questions, discussions, and other inquiry-oriented activities. These activities reflect a "problems approach," wherein students are involved in realistic exercises and required to make choices within small groups. The developers believe that students are motivated from such involvement, and that role-playing activities greatly enhance the development of thinking and group-process skills. In such activities students derive some information from the teachers, but more frequently obtain new knowledge from the exchange of ideas and debate with fellow classmates.

3.2 Typical lesson.

Activities vary from unit to unit. Generally, teachers introduce the activities in one of three ways: (a) discussing the nature of the activity and how it relates to previous ones, (b) showing transparencies to spark student interest and start class discussion, or (c) having students read narratives to familiarize themselves with the topic. Once the main topic is introduced, teachers usually follow the suggested sequence of events given in the teacher's guide. These sequences vary from unit to unit, and include simulations, class discussions, readings, recordings, and model building.

The activity, "School Districts for Millersburg," from Unit IV, "Political Geography," is typical of the entire course. The activity runs about two class periods and is designed to teach students the complexities of administrative districting. Students are asked to design a set of ideal school districts for the hypothetical city of Millersburg. The activity has three parts.

Part I, "The City of Millersburg," consists of a reading describing the growth of the city, the ethnic background of the people, and its physical characteristics. Four city maps give information about family income, population density, industrial and commercial zones, and locations of elementary schools. Six new high schools are to be built, two of them vocational, and districts must be drawn up to serve approximately 2,000 students each. After students have completed the reading, the teacher initiates a discussion on various points to consider when drawing the boundaries: Should students walk to school or should bussing be enforced? Integration or segregation? and What should the optimal high school size be?

In Part II of the activity, "High School Districts for Millersburg," students act as city and school officials to work out district solutions. Students may elect to work independently or divide into two groups, each reflecting four slanted personalities. These roles include a white upper-class school board president, a young aspiring politician who is a white middle-class liberal, middle-aged conservative city treasurer, and the leader of Millersburg's black community. Students are given a profile of each man and must consider each one's views in the planning. When a general consensus has been reached, the groups draw up the districts.

The activity concludes with Part III, "Summation," where students justify their decisions and appraise the completed maps. During a discussion on social values and public policy students learn that there is more than one way to district schools and that each way will probably be unacceptable to certain people. As a follow-up activity, the class may examine their own city's school district boundaries from both a social and economic perspective.

In the classroom, the teacher's role is three-part: (a) preparing for activities, (b) leading exercises in those activities, and (c) evaluating student progress. During the activities, teachers may question, lecture, explain transparencies, answer questions, organize games, serve as "consultants" in simulations, lead discussions, or simply observe.

The student's role also varies, but typically, each activity includes some reading, much group discussion, and either role playing or independent study. Often students work on map exercises and prepare site diagrams in the Student Manuals.

3.3 Evaluation of students.

No prepared tests are provided. The developers suggest that teachers use subjective tests, based on the educational objectives stated for each unit and each activity. (See section 1.2 for examples of educational objectives.)

3.4 Out-of-class preparation.

Teacher. Before each class period, the teacher reviews in the guide the instructions for the day's activity, reads the student materials, and secures any audiovisual equipment needed for the activity. Before each unit, the teacher should read carefully the list of materials necessary for the unit and obtain those student materials not provided. Also, at some point early in the school year, the teacher should read all the lists of needed materials for the entire course, so that hard-to-get items such as films can be ordered well in advance.

Student. Homework for students usually consists of readings, map exercises, and site diagrams. Students may also be asked to prepare written essays or do independent research reports.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The classroom should be large enough to permit the teacher to divide the class into groups for role-playing activities and small group discussion. Moveable furniture would be an asset. Presumably the course can be used with any method of school scheduling and student grouping.

4.2 Student prerequisites.

The developers state no special student prerequisites other than the 9-12 grade recommendation. However, the consensus of the teachers who participated in the field test was that the course was better suited for average and above-average students.

4.3 Teacher prerequisites and training.

Although no special educational background is necessary to teach *Geography in an Urban Age*, teachers who have taken geography courses will probably feel more comfortable initially. The rather extensive teacher guides are designed to help those unfamiliar with geographic concepts.

At the present time, staff from the High School Geography Project and another social studies project, Sociological Resources for the Social Studies (SRSS), are working together to produce a teacher-training book entitled *Experiences in Inquiry*. The book is expected to be published in 1973 by Allyn and Bacon and will contain 12 student activities, 6 from each program, all chosen to demonstrate the effectiveness of inquiry as learning strategy.

Videotapes which may be utilized for training purposes have also been prepared by the Carleton College Video Tape Project. These "classroom as it is" tapes show teachers using the geography materials.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students:				
6 Student Resources Books (1 per unit)	1 Per Student	Macmillan	$.54-1.59	Reusable
5 Student Manuals (for units 1-5 only)	1 Per Student	Macmillan	$2.10-2.55 for 10 cps.	Yearly

Teachers:

6 Classroom Materials Kits (1 for each unit)	1 per class	Macmillan	$8.40-252.00*	Reusable**

Recommended Supplementary Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Reference Handbooks:				
The Local Community: A Handbook for Teachers	1 per teacher or school	Macmillan	$4.50	Reusable
Source of Information and Materials: Maps and Aerial Photographs	1 per teacher or school	Assoc. of American Geographers	$1.00	Reusable
Preview Materials:				
Presentations Kit (17 transparencies plus script)	1 per school or district	Assoc. of American Geographers	Loan	
Sample Kit (All teacher's guides plus one game)	1 per school or district	Macmillan	Loan	
Preview Film	1 per school or district	Macmillan	Loan	
Training Tapes	A number of tapes on HSGP are available. Any number of these could be used for 1 school or district		Carleton College Videotape Project Northfield, MN 55057	$20.00 dubbing charge, plus blank tape and postage

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* Classroom Materials Kits average $39.00; Unit I is more expensive because it contains more manipulatives, Unit IV is less because it is smaller.

**Some manipulatives for Units I-III must be replaced yearly. These may be purchased separately from Macmillan.

4.4 Community relations.

Introducing this program is probably no more critical than introducing any new program. The preview film and kits listed in the cost chart may be used for introducing the program to interested groups.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The High School Geography Project was formed in 1961 to help improve the "poor" image of geography in the schools. The developers believe that the declining emphasis given geography is the result of both a poor reputation and the tradition of using geography as a "dumping ground" for slow students. Because of this tradition, there was no demand for trained teachers. Untrained teachers, knowing little to enrich their courses, contributed to the dreariness of geography. Determined to change this bleak pattern, the Project set out to develop new instructional materials that would revitalize geography in the high schools.

5.2 Program development.

Geography in an Urban Age was developed through a four-stage process: (a) conceptualization and planning; (b) writing materials aimed at achieving the stated objectives; (c) field testing the materials followed by revisions and more field tests; and (d) final revisions and commercial publication.

The developers specified the following criteria for the course materials: (a) solid geography, that is, centered on geography subject matter and techniques considered accurate by respnsible geographers; (b) satisfying to students; (c) attractive to teachers and capable of use by teachers untrained in geography; (d) reflective of contemporary trends in education; and (e) commercially publishable. Teachers, research geographers, and educational psychologists prepared the first draft of the units, activities, and teacher's guides.

5.3 Developer's evaluation.

Approximately 300 classroom teachers and 11,000 students participated in school trials (or field tests) during four school years. The feedback techniques used to obtain data were (a) pre- and posttests designed to measure the level of student mastery of the unit objectives and (b) extensive teacher and student questionnaires.

During 1966-69, the course materials were field tested throughout the United States. Each initial version of the units was first used in an informal school tryout usually involving about five teachers and 300 students, followed by an expanded trial with 25 to 75 teachers and 300 to 2,100 students. A national trial where all six units were tested as a complete course was never held due to time and budget constraints.

Trial schools were generally city and suburban schools serving middle- to high-income families. Trial teachers had an average of 30 hours of geography in their college background. About two-thirds of the students were ninth- and tenth-graders; the remainder were eleventh- and twelfth-graders. As a group the students ranked in the sixtieth percentile for verbal aptitude as measured by the Cooperative School and College Ability Test (SCAT). The developers state that this median score is higher than they expect for the average user.

Test and questionnaire data were obtained during the trials. The pre- and posttests designed to measure the unit objectives proved to be of little help in evaluating the success of the materials because they did not correlate well to the activities and were difficult to interpret. Questionnaire data proved easier to understand and the staff revised the materials based on the attitudes obtained. Questionnaires asked teachers and students to rate the effectiveness of the materials in three main areas: interest, clarity, and educational worth.

5.4 Results of evaluation.

Questionnaires from both teachers and students reflected heightened student interest and teacher enjoyment in teaching the course. Units II and III were favored by both teachers and students. Favorites among the activities were "Portsville" (Unit I), "The Game of Farming" (Unit II), and "One Man, One Vote" (Unit V) [HSGP 1966 a,b; 1967a, b; 1968].

Teacher feedback on the need for shortening some activities and lengthening others was also obtained, and these revisions were made before final publication.

5.5 Independent analyses of the program.

Geography in an Urban Age was reviewd in the April 1970 issue of the social science journal, *Social Education*. The reviewers noted that in addition to being used in geography classes, the course "could easily be construed as a required, interdisciplinary culmination to social studies in the twelfth grade" [Sanders, 1970, p. 426]. They also state that, because of the extensive teacher's guide, "The course could be taught by someone with very little formal instruction in geography but, in view of the elaborate plans, it would be a mistake to assign a teacher to this course without giving at least a month of time during the preceeding summer to study the materials"[Sanders, 1970, p. 426]. In summary, the reviewers state:

> ...the High School Geography Project is very demanding on teacher's time and skill in class management. On the positive side it focuses on important concepts, presents opportunities for many kinds of thinking, and has a wealth of good lessons worked out in detail. Some teachers would chafe under the structure but many would welcome the variety of fresh classroom procedures and instructional materials. In comparison with other projects reviewed here, this one would

> be among the best in providing something for
> all students in heterogeneous classes
> [Sanders, 1970, p. 428].

Another review of the program appears in the November 1972 issue of *Social Education*. In general, the review concurs with this report.

5.6 Project funding.

From September 1961 to September 1963, the Project received funds from the Ford Foundation for the Advancement of Education. Support from the National Science Foundation began in 1964 and continued until the project terminated in August 1970.

5.7 Project staff.

The following people had major roles in the High School Geography Project: William D. Pattison, Director 1961-64; Nicholas Helburn, Director 1964-69; Dana Kurfman, Director 1969-70; and Gilbert White, Chairman, Steering Committee. The list of contributors to the Project is too extensive to reproduce in this report; altogether approximately 20 psychologists, 300 geographers and educators from 100 colleges and universities, and 300 classroom teachers participated in the writing, editing, and evaluation of the course materials.

When the Project completed activities in August 1970, all business was transferred to the Association of American Geographers (AAG) in Washington, D.C. At the present time (June 1973) the AAG continues its "housekeeping" duties of answering inquiries about the project and distributing a reference handbook and preview kit (described in section 4.4).

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A Global History of Man

Prepared by:

Vicki Ertle

INTRODUCTION

The *Global History of Man* program is considered innovative among high school curricula in world history. The majority of world history courses are studies of Western civilization that largely disregard other portions of the world. The developers of *A Global History of Man* began in the late 1950's to correct this situation by producing a high school history course that is truly global in scope.

The main objectives of the program are to provide students with an overview of world areas and their histories. The first portions of the text trace man's development from prehistory to the present. The core of the program is an examination of six major culture areas--the Soviet Union, China, India, Sub-Saharan Africa, the Middle East, and Latin America. The text and readings explore the histories, politics, economics, and cultures of all six areas so students can compare and contrast the areas with each other and with the United States. The last part of the text treats the timeless issues and problems of all human society such as racism and war.

In addition to the student text, there is a supplementary book of primary and secondary source materials, a detailed teacher's guide, and student tests.

The program was revised and updated in 1970 and a third edition is planned for 1974.

BASIC INFORMATION

Program name: *A Global History of Man*

Format: Hardbound text of readings in world history.

Uniqueness: A global approach to the teaching of world history.

Content: The text traces the history of man from prehistoric times to the present, details the origins, politics, economics, and cultures of six major world areas, and explores issues and problems that are common to all ages and areas.

Suggested use: A high school course in world history. The program may be used as a one-year survey or a two-year concentrated study. The teacher's manual offers suggested time schedules.

Target audience: High school students of average and above-average abilities.

Aids for teachers: A teacher's manual contains instructions for each chapter, answers to study questions, instructions for using the supplementary volume of readings, and names and addresses of additional resources. Duplicating masters of student tests are also available.

Availability: The materials are available from the publisher.

Director/developer: Leften S. Stavrianos World History Project, Northwestern University (Project now terminated).

Publisher: Allyn and Bacon Inc., 470 Atlantic Ave., Boston, Mass. 02210.

GOALS AND OBJECTIVES

1.1 Long-range goals.

A Global History of Man is the result of a project started at Northwestern University in the late 1950's. The authors, a group of historians, were prompted to develop a new course in world history for two main reasons: (a) the majority of courses termed "world" history were in fact studies of Western civilization that overlooked much of the world; and (b) few texts in world history presented insights into controversial issues and world problems that challenged students to formulate their own ideas for improving human conditions.

To rectify this situation was among the project's overall goals:

> The World History course for high schools which evolved from this project is designed to make students aware of problems in all areas of the world, to see Western civilization in its proper perspective as only one area among many world areas, and to stimulate the student to weigh and compare information in formulating possible solutions to world problems (Stavrianos, 1970, p. 3).

1.2 Terminal objectives.

The authors suggest that on completing *A Global History of Man* students will possess (a) an overview of the state of the world today and (b) an understanding of its historical evolution (Stavrianos, 1970, p. 8). By the conclusion of the course, students should also have developed such social studies skills as locating sources of information, interpreting, analyzing, and evaluating information, and communicating knowledge effectively and intelligently.

1.3 Detailed objectives.

Detailed objectives are not presented for the units of study. However, the teacher's manual contains a "Concepts to Develop" section for each unit, which lists all concepts covered in the chapter. The following example, taken from Unit V on The Soviet Union, illustrates this format:

> Concepts to Develop: communism, socialism, revolution, industrialism, Cold War, economic growth, planned society, the relationship of economic growth and political and cultural change (Stavrianos, 1970, p. 73).

CONTENT AND MATERIALS

2.1 Content focus.

A Global History of Man is organized to explain the present in terms of the past. This is accomplished by dividing the text into four main parts. The first two parts introduce the student to man's development from prehistory to the present, and provide the background for part three, in which the culture areas are introduced. The areas--the Soviet Union, China, India, Sub-Saharan Africa, the Middle East and Latin America--were chosen for their significance to past and present history. The last part of the text explores several major issues and problems affecting the entire world, such as poverty and conflict.

2.2 Content and organization of the subdivisions.

There are eleven units in *A Global History of Man*. Each unit is introduced by a quotation, a map outlining the area to be studied, and a photograph chosen to express the essence of the unit to be studied.

The units are further divided into sections for study. At the end of each section there are study questions called "Reviewing the Essentials," and there are names, terms, places, and dates to "Explain, Identify, or Locate." Answers to these problems are in the teacher's manual.

Activities, which are listed at the end of each unit, are designed to facilitate a student's mastery of the material and to add depth to his investigation. These range from individual reports and small group projects to developing policy statements, in which students state (a) the situation in a country, (b) the goals that leaders hope to achieve concerning that situation, and (c) specific proposals for achieving the ideal.

Two annotated bibliographies are also found at the end of each unit. One, "Further Reading," is designed for the more able student, while "Selected Reading" includes more readily available sources for the entire class.

Short descriptions of the contents of the four parts of the program follow:

Part One: The Environment of World History. Consisting of one unit, this part is an examination of the geographic factors that have influenced world history. These factors include climates, vegetation, soils, land uses, erosion, population changes, minerals, energy, and locations.

Part Two: A Survey of World History. This part consists of three units that are designed to help students acquire a global frame of reference. An overview of history from man's origins to the present is provided, with emphasis on the impact of Western civilization upon other world areas. Early food gathering and production are explained in Unit One, which calls for students to locate early cities on a world map and explain why cities developed in those places. Ancient, classical, and medieval civilizations are discussed in Unit Two, followed by an account of Europe from 1500 to the present in Unit Three. In another activity students use the bibliography at the end of a unit to research and report to the class about the explorers of the 15th, 16th and 20th centuries.

Part Three: The World's Major Culture Areas. Called the "core" of the text, this part contains six units, one for each of the major culture areas studied. The areas studied are the Soviet Union, Latin America, the Middle East, India, China, and Sub-Saharan Africa. Each of these units is divided into four sections: Basic Facts, Politics, Economics, and Culture. A flashback technique is used in presenting the material; first the current conditions are presented, followed by the historical backgrounds and reasons for these conditions. The prospects for future developments in each culture area are also summarized. Activities suggested for these units are more numerous than for previous ones, and include such activities as preparing charts and diagrams to illustrate the features of various economic systems and giving reports on cultural changes in Africa and their effects on the United States. Debates are frequently recommended; for one unit students can debate whether Western policies in China were imperialistic and exploitative; for another they can debate the strengths and weaknesses of Arab nationalism.

Part Four: Global History Today and Tomorrow. The purpose of part four is to examine the integration of far-flung areas in today's world. Students first learn of forces that bring the world together: improved transportation and communications, economic interdependence, ease and rapidity of cultural transmission, and the increasing similarity of everyday life that comes as technology spreads. The text also explores forces that continue to divide the world: racism, cultural differences, different economic systems and levels of development, and rival diplomatic groupings. The conclusion of part four deals with the United Nations and its efforts to replace the use of force in international relations.

2.3 Materials provided.

Student materials. These include the hardcover text *A Global History of Man* and a volume of primary and secondary source materials entitled *Readings in World History*, which is not required for successful implementation of the program. However, the authors strongly recommend its use as a supplement to *A Global History of Man*, which contains footnote references to selections in *Readings*. Pertinent readings are suggested as activities in the text. Student tests are also available from the publisher.

Teacher materials. These consist of one teacher's manual that accompanies both *A Global History of Man* and *Readings in World History*. The rationale for the course is presented first, followed by a description of the format and organization of the text. Each unit of study has lists of concepts, audio-visual aids, and study questions. "Implementing Unit Activities" explains how to organize suggestions in the student text. The second part of the teacher's manual details how to use *Readings in World History* and provides short annotations to each selection. This section is followed by "A Key to Audio-Visual Aids" and "Selected References and Sources," (a list of names and addresses of organizations that disseminate materials on world history and world problems).

2.4 Materials not provided.

All materials needed for implementation of the program are available.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

A Global History of Man utilizes many approaches to teaching and provides for many approaches to learning. Two features of the text--"Reviewing the Essentials" and "Explain, Identify, or Locate," which follow all major sections of each unit--require written answers and definitions. The unit activities, on the other hand, call for individuals or small groups to study charts and maps, research topics, and present their findings to the class in several ways ranging from debates to oral reports. The unit activities were written to provide for flexibility in meeting differences in ability and interest. The annotated bibliographies furnish additional learning opportunities; they encourage students to define and inquire into topics of personal interest.

3.2 Typical lesson.

In most lessons students read a section of the text, answer the study questions at the end of the section, discuss the major themes of the unit, and participate in selected unit activities. The following example taken from the unit on China is a fairly typical lesson.

After reading the twelve-page narrative on Chinese cultural traditions (the family, the social system, the position of women, literature, and Confucianism), students begin work on the seventeen study questions, which include (a) "Describe the family system of traditional China, noting distinguishing characteristics" and (b) "Who comprise the elite in Communist China? What advantages do the elite enjoy?" Next the students' answers are discussed, either individually in conferences with the teacher or as an entire class. Once major themes have been discussed, work on the unit activities begins. Eleven activities are suggested for the unit; the teacher may assign activities to students or allow students to select activities. Time requirements for the activities are not stated; teachers and students must arrive at a time limit that suits the task and the student. Some activities require outside reading; others do not. One activity that may be undertaken as an individual or small group project is to "analyze the role of Marxist ideology in the history of the Chinese Communist movement to 1949." Four books on the subject are listed as additional sources. Another activity that could occupy several students is to divide into two groups, one viewing the Taiwanese as mainlanders and the other representing the Taiwanese view of the mainlanders. Each group explores the attitudes and considerations of the culture they represent. Additional references are again listed. Finally, students who are interested in art can prepare a report for the class about art in Communist China. To complete this activity students must examine magazines, propaganda pamphlets, books of photographs, and other sources they can find.

During the unit activities the teacher is a consultant and aide in information gathering. The teacher assists in organizing the activities and acts as a resource person during their completion.

3.3 Evaluation of students.

A set of 121 test duplicating masters is available from Allyn and Bacon. The tests, which are provided for every unit, consist of multiple choice and short essay questions.

3.4 Out-of-class preparation.

Teacher. Teachers are expected to be familiar with the contents of the reading selections and with the study questions to be discussed in class. When *Readings in World History* is used, teachers are advised to read selections before assigning them to students. Teachers should also refer frequently to lists of audiovisual aids and resource materials found in the teacher's manual.

Student. The amount of out-of-class preparation required of students is not stated. Students may read the text and prepare answers to the study questions at home or in class; the same choice applies to work on unit activities.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities or arrangements are required.

4.2 Student prerequisites.

The program is designed for average and above-average high school students. The developers do not indicate that particular prerequisites are needed for successful completion of the course.

4.3 Teacher prerequisites and training.

No special training is required for teachers using the course materials. The teachers' manual should provide the necessary background for teaching the program.

4.4 Cost of materials.

Required Items	Quantity needed	Source	Cost Per Item	Replacement Rate
Students				
A Global History of Man	1 per student	Allyn & Bacon	$6.72 (hardcover)	Reusable
*Readings in World History**	10 per class*	Allyn & Bacon	$5.79 (hardcover) $3.99 (softcover)	Reusable
Teachers				
Teachers' Manual	1 per teacher	Allyn & Bacon	$ .66	Reusable
Duplicating Masters for Student Tests	1 set per class	Allyn & Bacon	$12.00	Reusable

**Readings in World History* is strongly recommended by the developers. While one copy per student is ideal, a class could get by with as few as ten copies if students share or alternate in using the book.

4.5 Community relations.

The developers expect that introducing this program in the schools will be no different than introducing any new program.

PROGRAM DEVELOPMENT AND EVALUATION

D

5.1 Rationale.

Three main concerns prompted the development of this high school course: (a) the majority of world history courses are actually courses on Western history; (b) most courses avoid controversial issues and omit insights into world problems; and (c) there is usually a poor transition from high school to college social studies courses because leading historians rarely contribute to curriculum development at the high school level. To remedy these deficiencies Leften Stavrianos received support from the Carnegie Corporation of New York.

5.2 Program development.

Stavrianos directed the writing of the first manuscripts by several historians beginning in the late 1950's. From 1961 to 1964 Stavrianos and his fellow authors conducted a series of summer workshops at Northwestern, which introduced the project materials to over four hundred secondary social studies teachers. After each workshop the developers used the teachers' reactions and suggestions to revise the materials. The product of the last revision in 1964 was published for national distribution by Allyn and Bacon in 1966. Since that time, Allyn and Bacon have prepared written tests for the program and updated the materials for a second edition in 1970. A third edition is scheduled for 1974.

5.3 Developer's evaluation.

Evaluation consisted of teacher feedback on the materials during the summer workshops. Each workshop had the participation of over 100 teachers; their comments were solicited by a written questionnaire. Many teachers also used the materials during the school year and obtained feedback from students. The developers state that teachers' and students' reactions were positive.

5.5 Independent analyses of the program.

No independent analyses have been prepared on the program.

5.6 Project funding.

The development of *A Global History of Man* was supported by grants from the Carnegie Corporation of New York.

5.7 Project staff.

Project director was Leften S. Stavrianos. Authors assisting him in the preparation of materials included: Loretta K. Andrews, John R. McLane, Frank Safford, James E. Sheridan and Ella Leppert.

5.8 Present status.

The project has terminated and all current work on the materials is done by Allyn & Bacon, Inc. A third edition is scheduled for publication in 1974.

REFERENCES

Stavrianos. *Teacher's Manual for A Global History of Man and Readings in World History*. New Jersey: Allyn and Bacon, Inc., 1970.

Humanities in Three Cities

Prepared by:

Vicki Ertle

280

INTRODUCTION

The *Humanities in Three Cities* is the seventh and last course in the Holt Social Studies Curriculum (HSSC), a four-year high school sequence for average and above-average students. *Humanities in Three Cities* is designed as a one-semester course for students in grade 12 and is intended to be used with or independently of the other HSSC courses.

The course is a study of the concepts of the "good man," the "good life," and the "good society" as revealed in literature and works of art produced in Athens during the fifth century B.C., in Florence during the Renaissance, and in New York City during modern times. Students compare the values of the people they study with their own conceptions of what constitutes a good man, a good life, and a good society. Through this comparison, the developers of the program hope that students will internalize their own value system in addition to learning how various humanists have responded to the basic questions of man.

A variety of source material is utilized. Students read poems, essays, and plays; view filmstrips of paintings and sculpture; and read excerpts from speeches. Graffiti from restaurants in New York is included to show further the feelings of New Yorkers. In the predominant teaching strategy of the course, teachers guide students toward generalizations by cuing them with questions. Creative work is also stressed: students are asked to keep a diary of their thoughts throughout the course. At the end of the course they use their diaries to help demonstrate their own ideas about a good life, a good man, and a good society.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *Humanities in Three Cities.*

Format:
One hardcover student text and an audiovisual component kit containing records, filmstrips, and spirit masters for class handouts. Alternate version of student materials, also available, consists of three supplementary units, one on each city.

Uniqueness:
Through the use of many source materials, the course emphasizes value clarification and inquiry skills.

Content:
Three contrasting cities and eras--Athens in the fifth century B.C. Florence during the Renaissance, and New York in the present day--as seen through literature, philosophy, and art.

Suggested use:
A complete one-semester course; may be used separately or as part of the Holt Social Studies Curriculum for grades 9-12. Alternate version of materials may be used to supplement other courses.

Target audience:
Average and above-average students in grade 12.

Length of use:
One semester for hardcover text; no prescribed length of use for each paperback in alternate version.

Aids for teachers:
Detailed teacher's guide contains lesson plans, reading list, and answers to tests; resource materials also available.

Availability:
All materials are available.

Director/developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The major goal of *Humanities in Three Cities* and of the other courses in the Holt Social Studies Curriculum (HSSC) is "to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society"[Fenton, 1967, p. 3]. The developers of the Holt curriculum believe that their materials are likely to encourage the following attitudes and actions in the "independent thinker and responsible citizen": active participation in the political process, willingness to listen to all sides of argument and to make up his mind according to a scientific proof process, and the desire to continue learning after leaving the classroom (Fenton and Good, 1967, p. 25).

Inquiry skills and value clarification are emphasized so that students will be equipped to learn independently in a world where the knowledge explosion results in a doubling of man's knowledge every decade.

1.2 Terminal objectives.

The developers specify certain skills and attitudes that students are expected to achieve by the time they complete the *Humanities in Three Cities* course. These objectives are subdivided into four parts: inquiry skills, attitudes, values, and knowledge.

Inquiry skills. Believing that a good citizen must have the skills necessary to separate truth from falsehood, the developers have identified a method of inquiry for the social sciences which includes the following main steps: recognizing a problem from data; formulating hypotheses; recognizing the logical implications of hypotheses; gathering data; analyzing, evaluating, and interpreting the data; and evaluating the hypotheses in light of the data (Fenton and Good, 1969, pp. ix-x).

Although *Humanities in Three Cities* focuses primarily on value clarification, these analytical inquiry skills are emphasized in the last chapters of each of the three units. These chapters stress the same concepts and analytical questions introduced in earlier Holt courses; for example, students ask questions of the social system, the economy, and the political system of each of the three cities to understand better the values of the citizens.

Attitudes. The developers expect that exposure to the course will encourage students to want to participate actively in public life, to hear all sides of a debate, and to make up their minds about issues through "reasoned investigation" rather than relying on higher authority, emotion or prejudice. They also believe that the course will help students develop a "consistent and satisfying philosophy of life" as they examine basic questions about the nature of the good man, the good life, and the good society (Fenton and Good, 1969, p. x).

Values. *Humanities in Three Cities* presents controversial issues designed to challenge the students' values and encourage them to clarify their own values and to settle value conflicts in light of evidence. The goal is clarification rather than consensus. The course is a climax of the work in value clarification that runs throughout HSSC. Three basic value questions are emphasized: "What is a a good man?" "What is a good life?" and "What is a good society?" As the students examine the answers to these questions given by people who lived in ancient Athens, Renaissance Florence, and modern New York City, they are asked to compare the values of the people they study with their own values of what is good. The developers hope that, through this process, students will internalize their own value systems.

Knowledge. Knowledge objectives are defined for four content areas: (a) concepts basic to the social sciences such as leadership, ideology, social class, and economic growth; (b) knowledge relating to the interests and needs of modern American students; (c) knowledge of present and past societies; and (d) knowledge about the cultural life available in a democracy. With this knowledge, students should be able to read books intelligently, view exhibits with understanding, and participate fully in the arts of today.

1.3 Detailed objectives.

For each of the three units, there are major knowledge, inquiry, and affective objectives. For example, the following objectives are listed in the teacher's guide for Unit I, "The Humanities in Athens":

Knowledge:	To know the conceptions of the afterlife held by Homer, Epicurus, and Socrates.
Inquiry:	Given pictures of Greek art, to be able to identify the characteristics of people portrayed in the pictures.
Affective:	To examine individual feelings about what purposes one's own education ought to serve.

Each of the readings, or lessons, in the unit chapters also have detailed objectives in these three areas. The following are taken from Reading 8, "Greek Art and Ideas," also part of Unit I:

Knowledge:	To know three concepts that characterize the major themes of Greek art--humanism, idealism, and rationalism--and to know what is meant by each concept.

Inquiry:	To be able to apply the general concepts that characterize Greek art to specific examples of Greek sculpture, architecture, and vase painting.
Affective:	To become aware of three criteria for making esthetic judgments: humanism, idealism, and rationalism.

CONTENT AND MATERIALS

2.1 Content focus.

Humanities in Three Cities is a study of the concepts of the good man, the good life, and the good society as revealed in literature and works of art produced in Athens during the fifth century, in Florence during the Renaissance, and in New York City during modern times. Readings and audiovisual materials are used to describe each city, its citizens, their ideal as expressed in their literature and art, and the realities of their political, social, and economic systems.

2.2 Content and organization of the subdivisions.

The course consists of 62 readings divided into three units. Each unit has three chapters. Much of the reading is source material taken from diaries, pieces of fiction, historical accounts, poems, and other documents. Introductions link one reading with another, and study questions stress key points of each reading. Additional questions, used to point out specifics, appear as marginal notes opposite the passages they refer to.

The course begins with an introduction to the humanities in which students study excerpts from "West Side Story," the 1957 Broadway play. The play is used to examine basic questions that confront all men: What is the good man? What is the good life? and What is the good society? This theme is then carried over to the examination of the three cities.

Unit I: The Humanities in Athens. The study of Athens in its Golden Days of the fifth century begins with a study of its citizens. Students refer to a map of Athens and Delphi as they view a filmstrip called "A Walk Through Athens and Delphi." After this tour of the city, they read about Pericles, an Athenian leader, and learn about education and the place of women in Athenian society. The ideals of Athens are studied next as students discover how Athenians sought to answer questions such as, "Can man lead a good life on earth?" "What does a good man owe his family?" and "Should man obey society's laws if he thinks them wrong?" Here students read excerpts from Homer, Epicurus, Plato, Herodotus, and others in addition to reading Greek poetry and listening to excerpts from Sophocles' *Antigone*. The last chapter is a study of the ideals and the realities of Athens--the Athenian economy, social system, geographic setting, and political system.

Unit II: The Humanities in Florence. As in the first chapter, students begin the study of Florence by studying its citizens and viewing a filmstrip on the city. They read accounts from a biography of Lorenzo de' Medici, the autobiography of artist Benvenuto Cellini, and a historical passage on the life of a Florentine woman. The ideals of Renaissance Florence are examined through the works of men such as Pico, Petrarch, Dante, Boccaccio, and Michelangelo. Excerpts from Leonardo Da Vinci show the spirit of scientific inquiry and the *Discourses* of Machiavelli demonstrate political thought. As with Athens, the last chapter is a study of the geography, social structure, political system, and the economy, comparing the ideals of Florence with the realities that existed.

Unit III: The Humanities in New York. The tour of New York begins with an article by writer E. B. White entitled "Here is New York." After reading this, students view a filmstrip on the city and use a map to compare New York with Athens and Florence. They learn the varied conceptions of the good life and the good society in New York from a variety of New Yorkers--a Jew, a black on welfare, Puerto Ricans as recorded by Oscar Lewis, business executives, career women, and an East Village hippie. Filmstrips, poems, short stories, examples of graffiti, and such songs as Malvina Reynolds' "Little Boxes," Paul Simon's "I Am a Rock," and Buffy Sainte-Marie's "Universal Soldier" are all intended to illustrate different concepts of the city. The search for identity in society is examined through the thoughts of Stokely Carmichael, Malcolm X, Whitney Young, Martin Luther King, and Normal Hill. In the last chapter, students examine the geographic setting of the city, its social structure, the economy, and the politics. In this chapter, students read passages from Nathan Glazer's *Beyond the Melting Pot,* study economic charts, examine a passage concerning Mayor John Lindsay's testimony on the reorganization of Federal funds to cities, and explore the theory of social balance as expressed by John Kenneth Galbraith.

The developers do not specify that the units and chapters must be taught in the sequence in which they appear in the text.

The authors of the course, Edwin Fenton and John M. Good, suggest that one reading per day be used for four days a week, leaving the fifth day open for other learning activities. These may include giving tests, assigning supplementary readings, studying current events, or anything else that reflects the interests and needs of the class.

2.3 Materials provided.

Student materials. The student text, *The Humanities in Three Cities: An Inquiry Approach,* is a hardcover book containing 390 pages and 62 readings. Each series of readings consists of an introduction, three or four study questions, and at least one piece of source material. Suggested readings appear at the end of each chapter. Paperback units on each of the three cities are also available. These can be used in place of the hardcover text if teachers desire to teach only part of the course, perhaps to supplement another social studies course.

Student tests are provided for each of the nine chapters. Each test consists of three essay questions to help the teacher assess acquisition of skills, knowledge, and consideration of value questions central to the course.

Teacher materials. The teacher's guide contains a lesson plan for each of the readings. Each plan includes a list of the knowledge, inquiry, and affective objectives for each reading, as well as a list of the materials required to teach that lesson. Suggestions for discussion questions and possible student responses are provided as well.

Supplementary reading lists for students and teachers are also included in the guide. Two of the six resource books suggested for teachers, written by Dr. Fenton and available from Holt, are: *The New Social Studies* and *Teaching the New Social Studies in Secondary Schools: An Inductive Approach*. The books suggested for students are listed alphabetically by publisher to assist the teacher in ordering.

An audiovisual kit supplements the readings. The kit for this course contains filmstrips, spirit masters for class handouts, and phonograph records. Instructions for their use appear in the appropriate lessons in the teacher's guides.

The publisher also provides a series of teacher-training films. One series, "The Historian's Method of Inquiry," demonstrates how historians classify information, prove a hypothesis, decide what is fact, and other methods of inquiry. The second series, "The Uses of Media for Teaching Inquiry in the Secondary Social Studies," shows social studies teachers how to use transparencies, picture cards, and other media devices.

2.4 Materials not provided.

The only student and teacher materials not available from Holt are the supplementary reading materials discussed in section 2.3.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The most prevalent teaching strategy in the *Humanities in Three Cities* is a technique the developers term "directed discussion." In directed discussion, teachers use questioning to lead students through data toward generalizations. Through this questioning, the students are continually challenged to validate their claims, use the scientific proof process, and justify their value positions in an intelligent manner. Teachers may use the questions presented in the teacher's guide, those listed as study questions in the student text, and their own teacher-developed questions to lead students toward attaining the objectives of the course.

Other strategies are also used. These include recitation to check homework assignments, short lectures on specific topics, and independent research papers where students are asked to interpret new materials on their own. The diary exercise described earlier is designed as a creative one, where students work independently of the teacher to project their own ideas about the theme of the course--the good man, the good life, and the good society.

3.2 Typical lesson.

The directed-discussion strategy discussed above is used in every lesson. By giving cues in the form of questions, teachers help students form their own hypotheses, test their generalizations, and use a scientific proof process that enables them to justify their values using facts, not hearsay.

The lesson described below is typical of the strategy employed in the course. It is for Reading 12, "The Artist as Scientist: Leonardo Da Vinci," and is from Unit II, "The Humanities in Florence." The following are some of the objectives for the lesson:

Knowledge:	To know that Leonardo pursued many interests rather than one, and that his interests included mechanics, anatomy, geology, and other sciences, as well as fine arts.
Inquiry:	To be able to justify hypotheses made from the filmstrip with evidence drawn from the reading.
Affective:	To begin considering the value of devoting one's time to many interests.

In preparation for class, students read two pieces of source material on Da Vinci. One is an account of his life by Giorgio Vasari while the other consists of short quotations taken from Leonardo's notebooks (*The Notebooks of Leonardo Da Vinci*). These quotations show many of Da Vinci's ideas about art and man, in addition to other subjects.

In class, students first view a filmstrip called "Leonardo Through his Notebooks" and at the same time hear a phonograph record of his comments. There are 22 frames showing a range of objects from a rotating bridge to a study of the muscles of the human shoulder. Twenty-two excerpts depict Da Vinci's thoughts.

The directed discussion that follows is started with the teacher asking, "What hypothesis can you make about the kind of man that Leonardo was and the values that he held?" In doing this, students are referred to data from the Vasari selection and to quotations from Leonardo's *Notebooks*. After students have written hypotheses, the teacher asks, "Does evidence in the reading confirm your hypotheses?" and students respond with the appropriate evidence.

Other questions the teacher may use include: "Why do you think Leonardo was so interested in science?" "Do any of Leonardo's art works that you saw in the filmstrip reflect concern with the value of science?" and "Should artists confine themselves to depicting the beautiful?" Throughout this discussion, students are asked to refer to both the readings, the recording and filmstrip, and to relate whatever artistic matters concern them today.

The lesson ends with a discussion on the value of pursuing many interests. Here students discuss the difficulty of pursuing many interests in an age of specialization and also talk about problems associated with leisure time.

The teacher's role in the classroom usually consists of reading the lesson plan and preparing in advance for the activities, leading class discussion, and evaluating student progress. In addition to these tasks, teachers help students secure supplemental readings, stage audiovisual presentations, suggest research papers, and hold individual conferences.

The student's role will vary with each lesson, but typically consists of reading, writing, class discussion, debate, and recitation. Students are encouraged to make frequent entries in their intellectual diaries.

3.3 Evaluation of students.

Tests are provided for each of the nine chapters. Each test consists of three essay questions designed to test the knowledge and inquiry objectives. Teachers are asked to consider classroom participation and response when evaluating student progress.

3.4 Out-of-class preparation.

Teacher. Before class, the teacher should review the lesson plan for that day, read the student materials, and secure any necessary audiovisual equipment. The developers suggest teachers familiarize themselves with the discussion questions so that they are not forced to read them from the guide during class discussion.

Student. Students usually complete one reading per night and prepare for class discussion by answering the study questions preceding each reading. Out-of-class work may also be required on independent research papers.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The course seems to be designed primarily for a self-contained classroom, but could probably be adapted for team teaching.

A duplicating machine, filmstrip projector, screen, and phonograph are the only special equipment needed. Moveable furniture should be an asset for small-group work.

4.2 Student prerequisites.

Each HSSC course is designed to be self-contained. Taken in sequence, however, the courses allow students to build on previous knowledge. Students who have taken earlier Holt courses will reinforce concepts presented to them before, but while this is desirable, it is not mandatory. The developers state that the course presupposes no specific knowledge on the part of students.

4.3 Teacher prerequisites and training.

The developers state that no formal requirements are necessary to teach the course. Anticipating teachers' needs, the developers provide the extensive teacher's guide, resource books and training films. No specific inservice training program has been developed, but consultant services are available from both the publisher and the developer.

4.4 Cost of materials, equipment, and services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Students				
Text (hardcover) or Paperback units:	1 per student	Holt	$ 4.20	Reusable
Humanities in Athens	1 per student	Holt	$ 1.71	Reusable
Humanities in Florence	1 per student	Holt	$ 1.71	Reusable
Humanities in New York	1 per student	Holt	$ 1.71	Reusable
Teachers				
Teacher's guide	1 per teacher	Holt	$ 2.31	Reusable
Test booklet	1 per teacher	Holt	$ .81	Reusable
Audiovisual kit	1 per teacher/school	Holt	$ 87.00	Reusable

Recommended Supplementary Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Resource books:				
Teaching the New Social Studies in Secondary Schools	1 per teacher/ school	Holt	$ 8.80	Reusable
The New Social Studies	1 per teacher/ school	Holt	$ 3.08	Reusable
Teacher-training films:				
"The Historian's Method of Inquiry"	1 set per school/ district	Holt	$ 90.00 $475.00	Rental Sale[a]
"The Uses of Media for Teaching Inquiry"	1 set per school/ district	Holt	$162.00 $870.00	Rental Sale[b]

[a] Per film costs: $19.00 rental; $100.00 sale.

[b] Per film costs: $28.00 rental; $150.00 sale.

4.5 Community relations.

Introducing this program is probably no more difficult than introducing any new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the Holt Social Studies Curriculum believe that traditional social studies curricula do not meet the needs of contemporary students because they concentrate on a lecture approach, requiring students to assimilate volumes of facts and generalizations. They believe that there has been little attempt to teach students how to use what knowledge they gain because much curriculum development has been at a local level where teachers are usually content oriented and not overly concerned with process.

Because of the current knowledge explosion, the developers decided to concentrate on inquiry skills in the hopes that students will be able to organize the quantities of information produced each day. They believe that through inquiry methods students will also be able to continue the learning process long after formal schooling and be better prepared for the future.

The project utilized contemporary research on the social studies and drew on the theories of scholars such as Jerome Bruner, Benjamin Bloom, Robert Mager, Donald Oliver, and James Shaver.

5.2 Program development.

HSSC is based on an experimental four-year high school curriculum for able (above-average) students, originally developed at Carnegie-Mellon University. This curriculum was revised for use by typical students before commercial publication through a contract with the original Carnegie staff and Holt, Rinehart and Winston, Inc. HSSC staff have not defined their use of the word "typical."

The Carnegie staff designed all HSSC courses in a similar manner. Ideally all courses were to follow the same steps: designing and writing of materials by project staff, initial classroom trials to gather student and teacher feedback on the effectiveness of the materials and the audio-visual components, a second classroom trial, and then final revision. The project staff had hoped that the courses could be used in a controlled setting for four years so that the same students would be exposed to all six courses.

Time and budget constraints prevented this, but each course underwent a trial of some sort. The staff taught their own courses in these trials, recorded student comments, and observed student responses to the materials.

Before final publication, the vocabulary in the student text was simplified and some readings were replaced to make the courses more applicable to typical students.

5.3 Developer's evaluation.

The current revised edition of HSSC has not been evaluated. The ninth- and tenth-grade courses of the able students program have undergone formal testing procedures. For further information concerning the testing procedures, readers are referred to the reports on these programs contained elsewhere in this volume.

The *Humanities in Three Cities* course was not included in the formal testing cycle. The authors did teach an experimental version of the course to a Pittsburgh high school class and obtained student and teacher comments.

5.4 Results of the evaluation.

The content of these student and teacher comments is not available. The developers state that, because the version tested was experimental and consequently revised before inclusion in HSSC, the course used in the Pittsburgh trial bears little resemblance to the published version described in this report.

5.5 Independent analyses of the program.

A review of the entire Holt Curriculum appears in the April 1970 issue of *Social Education*. Done by Norris M. Sanders and Marlin L. Tanck, the review mainly criticizes the lack of variety in instructional strategies and expresses the fear that "modified discovery through directed discussion could become just as boring as too much exposition" [Sanders and Tanck, p. 401].

In concluding their analysis, Sanders and Tanck recommended the following two types of uses for the entire Holt sequence:

1. Use some or all of the courses with able students, adding a variety of instructional patterns; and

2. Select part of the materials for specific goals, such as teaching inquiry skills and value identification, or as enrichment materials [Sanders and Tanck, p. 401].

5.6 Project funding.

The Carnegie Social Studies Project, the forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U.S. Office of Education.

5.7 Project staff.

Project supervisors were John R. Coleman and Erwin Steinberg; Edwin Fenton and John M. Good were the authors. Co-directors included Edwin Fenton, John Soboslay, Howard Mehlinger, and John M. Good. Audiovisual director was Mitchell P. Lichtenberg and project evaluator was Alfred Hall. Consultants from various academic disciplines and the Pittsburgh public schools are too numerous to mention.

5.8 Present status.

Dr. Fenton and staff have contracted with Holt to revise the current materials and prepare the second edition of the Holt Curriculum.

The anticipated changes in the second edition are summarized in Dr. Fenton's *A Rationale for the Second Edition of the Holt Social Studies Curriculum*, currently available from Holt, Rinehart and Winston, Inc. Five basic changes are projected: (a) redesigning all textbooks to include both black-and-white and color photographs; (b) lowering of reading levels where they exceed grade-level standards; (c) developing a new testing program including objective and essay tests and a test designed to measure attitudes; (d) developing individual and group activity kits for each course designed to individualize the program and to stimulate creative abilities; and (e) making revisions to reflect the latest knowledge about both the content and pedagogy of social studies (Fenton, 1971, p. 1).

The first HSSC course in the second edition, *Comparative Political Systems* was published early in 1973. The next three courses in the series will be available in September 1973, with the remainder being published in September 1974.

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Inquiries in Sociology
(Sociological Resources for the Social Studies, SRSS)

Prepared by:

Joanne Binkley
Sandra G. Crosby

INTRODUCTION

Developed for eleventh- and twelfth-grade students by teams of sociologists and high school teachers, *Inquiries in Sociology* attempts to be relevant to students' interests and at the same time to deal with significant sociological concepts and problems. There is no attempt to survey the field of sociology. Rather, the course is structured around four sociological domains, socialization, institutions, stratification, and social change.

One of the basic aims of the program is to demonstrate that there are patterns and structural relationships in social behavior, and that these can be studied objectively. Several unique features combine to carry out this aim. In addition to those mentioned above, the course relies on inquiry methods. The developers have attempted to create a "sociological laboratory" in the classroom in which students can actively participate in the recurrent instructional pattern: question-data analysis-tentative conclusion. Though inductive processes are emphasized, deductive modes of reasoning are certainly not ignored. A wide range of activities and materials is incorporated in the course, including written exercises, interviews, questionnaires, and analysis of the audiovisual material.

SRSS materials do not take any stand on preferred solutions to any of the problems presented.

BASIC INFORMATION

Program name:
Sociological Resources for the Social Studies: *Inquiries in Sociology*

Format:
Student text, containing readings, questions, and exercise material; student handouts; transparencies; and a recording.

Uniqueness:
An inquiry-based investigation into structure and methods of sociology, which requires a high level of student participation; developed by teams of professional sociologists and classroom teachers.

Content:
Four major areas of investigation: socialization; the overt structure of society (institutions); the covert structure of society (stratification); and change in the social structure.

Suggested use:
A 16-week course in sociology, which may be supplemented with other SRSS materials to make a year-long course.

Target audience:
Average to above-average students in grades 11-12.

Length of use:
Approximately 16 weeks.

Aids for teachers:
Instructor's Guide, containing a brief overview of the course development and objectives, a detailed guide for each class period, and student handouts.

Availability:
Complete course available.

Director/developer:
Robert C. Angell/Sociological Resources for the Social Studies (SRSS), 503 First National Building, Ann Arbor, Michigan 48108 (project concluded August 31, 1971).

Publisher:
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete the program; and "detailed objectives" are those to be achieved from studying the material for each class period.

1.1 Long-range goals.

Students should retain (a) an attitude of skepticism and reliance on evidence and reasoning; (b) some notion of the strategy of inquiry and methods of controlled observation; (c) an awareness that scientific investigation involves both observation and imagination; (d) a realization that objective analysis of social behavior and patterns can yield results quite different from those expected by everyday observation and common sense; (e) a sense that in order to decide what should be, it is necessary first to know what is; and (f) a recognition of the necessity of combining knowledge with action.

1.2 Terminal objectives.

Students should have certain skills and perceptions by the time they complete the course. Most of these are cognitive, that is, related to thinking or knowledge skills.

The following objectives are listed by the developer:

1. An acquaintance with the "sociological perspective." (The meaning of this term emerges from the composite of objectives listed below.)

2. An awareness that certain kinds of information can be gained from sociological analysis that would not be possible with a physical, biological, or other social science approach.

3. A view of the social order as a system with interrelated parts.

4. Knowledge that sociological methods involve the use of controlled observation, the model of which is the controlled experiment.

5. An awareness of how to go about gathering and analyzing data in an objective manner.

6. An appreciation of the complex and enduring, yet fluid, nature of the network of social relationships.

7. An awareness that our understanding is enriched by being able to relate, in a single theory, what appear to be unlike phenomena.

8. An appreciation of the extent to which our identities are given to us by the groups to which we belong.

9. A discovery of some of the ways of thinking through which the accuracy of what is seen and said about the social order can be increased.

The developers state, "The materials are not intended to produce attitudinal or behavioral changes, except insofar as an awareness of the scientific method would affect any person's mode of thought" [SRSS, 1966, p. 2].

1.3 Detailed objectives.

Objectives for each class period are given in the *Instructor's Guide*. They are stated in various ways. Rather than being in terms of specific behaviors, the objectives most often take the form of insights to be gained, questions to be raised in the students' minds, or main points that the lesson is designed to make. These objectives are consistently tied in with, and reinforced by, class discussions, experiments, exercises, and student readings. For example, the study of Part I, Class Period 3, is intended

1. To help students discover that adolescence differs from society to society through an examination of the cases of an Irish farmer, the Rajputs, and the Hopis.

2. To develop the general insight that the definition of adolescence (its beginning, duration, and end) and the adolescent role depend on the nature of the society.

3. To raise the questions: What is an adolescent in our society? How do people come to be adolescents--like us? And the larger question: How do people, in general, get to be the way they are?

CONTENT AND MATERIALS

2.1 Content focus.

The developers do not intend that students should acquire a grasp of the entire field of sociology, but rather that they should learn the kinds of questions sociologists ask about society and recognize contrasting approaches to reaching conclusions. Therefore, the materials focus on four important sociological domains: socialization, institutions, social stratification, and social change. The course is designed so that students can explore these concepts through their own experience. The topics, materials, and activities presented are wide-ranging, and were chosen for their relevance and interest to the student. According to the developers, the progression of course content may be viewed along several dimensions. The first is the simple to complex, that is, (a) learning should be cumulative and (b) topics move from relatively simple social contexts to more complex ones. Second, the course is both descriptive and analytical, which means that topics are treated from two perspectives--What is? and How do you account for it? A third dimension is the empirical-theoretical, that is, a consistent progression from the data to their interpretation. A fourth dimension is represented by themes of stability and change.

2.2 Content and organization of the subdivisions.

The four major sections of the course range in length from 9 to 22 lessons, each lasting one class period, if taught as scheduled. The four parts are flanked by a Prologue, which prepares the student for what follows, and an Epilogue, which reviews the entire course.

Part I, "Socialization," is organized around such concepts as social category, adolescence, adolescent culture, adolescent rebellion, self-concept, self-esteem, moral judgments, norms, and roles. The influence of various aspects and agents of socialization is explored in questions such as, What makes us human? What defines an adolescent? and, How does this definition vary from society to society? A concluding section discusses the ways in which sociological theories are developed.

Part II, "Institutions," is organized around the idea that in every society there are certain basic functions which must be performed to assure social survival, and that the structures set up to carry out these functions differ from one society to another. Analyses of biographical sketches demonstrate the effects of institutions upon our lives. Materials in Parts II and III demonstrate that society does have a recognizable, though complex, structure.

Part III, "Social Stratification," deals with a particular society's value system and examines social class (factors which influence it and derive from it) and ethnicity (including related concepts such as stereotyping, social distance, prejudice, and discrimination).

The theme of deviance and change is treated explicitly in Part IV, "Change in the Social Order." Change is illustrated by two contemporary examples: the shift from a rural to a highly urbanized society and the civil rights movement. These two examples represent a distinction between the concepts of unplanned and planned change. Sources and consequences of these changes are examined in detail.

Inquiry skills and methods of controlled observation are an integral part of the content for this course. Students are actively engaged throughout in learning how to pose questions, gather and analyze data, derive and test hypotheses, construct a research design, and develop generalizations.

A more detailed example of one of the major subdivisions is offered in the following summary of Part IV, "Change in the Social Order." This section contains 12 lessons, including an Epilogue.

Lesson 1, "The Sociology of the Bicycle," is intended to introduce the concept of social change by having students analyze an example of it. Also considered are some of the factors which generate social change, and how this change accompanies technological innovation.

Lesson 2, "Change-Inducing Influences," discusses further the kinds of factors which may result in social change and identifies efforts at change which have both planned and unplanned social consequences.

Lesson 3, "From Rural to Urban," explores the concept of unplanned social change through a study of urbanization. After examining empirical population data, students are asked to detect patterns of urbanization and identify some social changes which can reasonably be inferred.

Lessons 4, 5, and 6, "Scales of Social Change," introduce students to the technique of developing scales to measure social conditions at different periods. Some of the most important social changes in U.S. society brought about by urbanization are illustrated.

Lesson 7, "A Product of Racism," turns to planned social change and introduces the subject of racism through an account (abridged from the Report of the National Advisory Commission on Civil Disorders) of the 1968 Newark riot. "The account of the Newark riot is visible evidence that racism is with us today. Indeed, it may be more prevalent now than at any time in the past. But again, we must ask: Why?" [SRSS, 1972a, p. 502].

Lesson 8, "The Persistence of Racism," explores the meaning of the terms racism and racist and, using many of the concepts developed earlier, attempts to uncover those conditions in U. S. society which support racism.

Lesson 9, "Legal Redress and Violent Protest," illustrates the connection between unplanned and planned change and shows the great diversity of opinion within the civil rights movement as to goals and strategies to be employed in effecting social change.

Lesson 10, "Urban Violence and Change in the Social Order," demonstrates how violence can generate social change, and shows that the major cause of urban violence "is not the immediate incident or issue that touches off the action, but the underlying conglomeration of deep and longstanding conditions" [SRSS, 1972b, p. 783].

Lesson 11, "Goals of the Civil Rights Movement," presents the opinions of prominent leaders on what might come next in the civil rights movement. Students listen to a recording of a discussion by Kenneth Clark, Bayard Rustin, and Rhody McCoy.

Lesson 12, "Epilogue," provides a brief review of subject and inquiry learnings from the entire course.

2.3 Materials provided.

Student. A student text contains required readings, questions, and reusable exercise material.

Teacher. A comprehensive *Instructors' Guide* contains background information, course objectives, suggestions for evaluating student performance, suggestions for supplemental teaching aids, optional student projects, and an annotated bibliography of suggested readings for each major part. Each lesson plan contains instructional objectives, suggested teaching procedures, inquiry questions, discussion points, plausible answers, and optional student projects. Printed originals of student handouts (mostly tally sheets for student exercises) are included in the Guide, as well as the originals for transparencies (the latter are optional and priced separately), and a recording of the discussion by civil rights leaders (required in Part IV).

2.4 Materials not provided.

A film and a tape recording are strongly recommended for certain lessons. Information on availability is provided in the *Instructors' Guide*.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

Based on the belief that motivation, learning, and retention are increased when students play an active role in the learning process, the materials were designed specifically for use with an inquiry method. Students and teachers are intended to work together posing questions and problems, deriving hypotheses, gathering and analyzing data, and drawing tentative conclusions about social phenomena.

> We do not want the student to accept what he is told simply because sociologists have discovered something and said it is true. So far as possible, we want him to be convinced by evidence and reasoning, and to come to appreciate the usefulness of sociological concepts and procedures as he gains knowledge through their use [SRSS, 1972b, p. x].

The student is to discover answers on his own as much as possible. "Excessive intervention by the teacher reduces the effectiveness of this material" [SRSS, 1972b, p. 17]. Both inductive and deductive methods are utilized in this process, though the emphasis is on the former.

3.2 Typical lesson.

A lesson usually begins with the teacher collecting the previous day's assignment and proceeding to a discussion of the data from that activity or reading. Assignments and discussions typically begin with an analysis of the data or readings, and proceed to an exploration of relationships, causes, and results. Some of the questions which form the basis for discussion are in the student text; others are to be posed in the appropriate sequence by the teacher and are given in the *Instructors' Guide*.

Though tentative conclusions can frequently be drawn, there should be a willingness to recognize the complexity of social phenomena, and to leave certain questions open-ended. The teacher is expected to guide the discussion as necessary, without lapsing into expository or didactic strategies, and without pressing for premature closure.

The course has been scheduled according to the demands of the inquiry method. When departures from the suggested schedule seem necessary or desirable, the developers recommend that the teacher review the objectives of the lesson in question to prevent jeopardizing the pattern of student inquiry. The suggested schedule is tight and fast moving, and intentionally allows little time for irrelevant discussion.

The following example is Lesson 6, from Part III. Students are asked to study a given statistical table and then to determine, based on the table, (a) the relationship between campaign activity and social class, (b) how this relationship can be explained, and (c) what the effects of this relationship are upon the well-being of society and upon special groups. The class discussion begins with a questions which has been asked previously--Do the data reveal a relationship?--and then proceeds to the three questions stated above. In exploring these questions, several possible answers, raised by students or teacher, are examined. An additional activity, designed to give students experience with this newly acquired knowledge, asks them to play the role of a politician. They must determine what information they, as politicians, need about various groups in the community in order to determine how the people in these groups will vote.

3.3 Evaluation of students.

No prepared tests are provided. The *Instructors' Guide*, however, does give guidelines and resources for methods of evaluating student performance. In general, the developers believe that methods of assessing this performance should be compatible with the inquiry nature of the learning process. Teachers may wish to use the exercises, discussions, analyses of readings, and supplemental projects for evaluation. Growth in inquiry skills may be assessed by noting whether the initial experiences affected the students' approach to later topics. It is important to determine whether ideas and concepts from earlier parts of the course are being analyzed and synthesized with ones introduced later in the course. Though the developers do not recommend written tests, they realize that in some instances these are necessary. If teachers feel it is necessary to give such tests, the developers state that they would prefer the use of essay questions, but that multiple-choice questions could be substituted, if desired.

3.4 Out-of-class preparation.

Teacher. The teacher is expected to be familiar with the student readings and appropriate sections of the *Instructors' Guide*. Each of the four parts contains an annotated bibliography of suggested readings which the teacher may want to consult.

Student. Students are often expected to read a selection from the student manual (5-15 pages) and consider the questions posed. In other cases, they are asked to complete exercises, interviews, or questionnaires. Optional reading and projects mentioned in the *Instructors' Guide* are assigned at the teacher's discretion.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special requirements.

4.2 Student prerequisites.

The program is designed for use with average and above-average students in grades 11 and 12.

4.3 Teacher prerequisites and training.

No special background or training is required for teachers using this course. The *Instructors' Guide* provides the necessary grounding in sociological principles and methods, in addition to specific inquiry procedures to be followed. A teacher should be willing and able to assume the role of joint inquirer in the classroom.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Student text	1 per student	Allyn & Bacon	$ 5.67	Reusable
Instructors' Guide	1 per teacher	Allyn & Bacon	$ 6.00 (no charge with set of student texts)	Reusable

Recommended Supplementary Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Film (My Childhood)	1 per teacher or school	University Film Libraries; or Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, New York 10510	$ 30.00 (one day rental)	Reusable
Tape recording (The World Across the Street)	1 per teacher or school	WGBH/FM, 125 Western Ave., Boston, Mass.	Approximately $11.50 plus postage	Reusable
8 films for use at designated points throughout the course	1 set per school	Local A-V library, University library, or film distributor	Rental	Reusable
Set of transparency originals	1 set per teacher or school	Allyn & Bacon	$51.00	Reusable

4.5 Community relations.

Introducing this program is probably no more critical than introducing any new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

There were two main reasons for the formation of SRSS: (a) to respond to the need for an objective and challenging approach to the understanding of social phenomena at the high school level, and (b) to fill the need for materials of high quality. Sociology courses, in particular, were becoming increasingly popular at this level and were being taught with textbooks which failed to convey an accurate and useful representation of the field.

The developers believe that sociology is the best means for introducing students to a disciplined, yet imaginative, analysis of the social world, and that it can provide a distinctive way of viewing that world. Sociology allows the student to see that human behavior is basically social, that there are patterns in human behavior, and that a disciplined view of such familiar phenomena can yield surprising and valuable results.

The content, structure, and learning strategies on which the course is built are based on theories which stress the importance of subjective factors in the learning process, and on results from a variety of learning experiments indicating that when students are actively involved, learning is promoted. Therefore, the course was constructed so that (a) students would gather and analyze needed data; (b) problems posed would be personally relevant to the student and hence worth investigating; and (c) there would be a sense of commitment to learning which is ordinarily lacking under conventional teaching patterns. The topics selected for investigation, the order of their presentation, and the stress on induction are all attempts to meet these criteria.

5.2 Program development.

In 1961, the American Sociological Association set up the Committee on the Social Studies Curriculum of American Secondary Schools. The Committee soon determined that a sociological perspective was inadequately represented in the curriculum, and submitted a proposal to the Course Content Improvement Section of the National Science Foundation. As a result, Sociological Resources for the Secondary Schools (later Sociological Resources for the Social Studies) was established at Dartmouth College in August 1964. The project moved to Ann Arbor, Michigan, in 1966.

In addition to the development of a one-semester course, the project also developed *Episodes*, which can be integrated into existing social studies curricula, and a series of *Readings* (paperbacks) on sociological topics for high school students (see reports elsewhere in this volume.

Work on *Inquiries in Sociology* began with five sociologists and five high school teachers at a summer workshop at Dartmouth in 1966. Building on suggestions for content areas, the SRSS staff developed the course outline around four areas: socialization, institutionalization, stratification, and social change. At this point, design teams, consisting of a sociologist and a high school teacher, were selected to develop each of the four parts. The results of local and national trials, information from a review of the course by teachers in four summer institutes, and suggestions by consulting sociologists all contributed to revisions of the course.

5.3 Developers' evaluation.

The course was taught initially by nine teachers in the spring of 1968. It was revised accordingly and evaluated nationally in 1969 by 22 teachers and over 9,000 students. A variety of techniques was used to evaluate the course, including multiple-choice examinations, student and teacher questionnaires and rating scales, teacher logs, and classroom observations by the project staff. The teachers in the national trial sample represented 34 states and the District of Columbia. Their sociological training ranged from virtually none to master's degrees.

The developers have made available only one report of evaluation results. This appears in a December 1970 article in *Social Education*, and presents some subjective observations of the national trials, as well as an analysis of some of the data gathered in that trial by means of teacher and student questionnaires and rating scales.

Wide variation in teacher competence was observed, especially as it related to leading inquiry discussions. Some teachers had difficulty making the step from describing to analyzing data; others were unable to lift the discussion beyond a free-floating student exchange. Many students were also a little disoriented by the inquiry process. The developers noted that "experience with students from inner-city schools, many of whom lacked reading skills, supported the view that, where reading provides a fund of common experience, inquiry is curtailed when students cannot assimilate enough information to generate further inquiry" [Fraser and Switzer, p. 923].

In general, students reacted positively to the course. Seventy-five percent felt the course was as interesting or more interesting than any of their other courses. Part I proved to be the most interesting, with Part IV coming next. Of the course activities, students found case studies and biographies most interesting; surveys and table analysis were least interesting.

An analysis of teachers' assessment of selected aspects of the student text indicates that although all the ratings were quite high, the subject matter of Part II was considered less relevant to the students than the other parts. An analysis of the relationship between level of student interest and level of teacher training in sociology did not show any correlation. The analysis of correlation between level of student interest in the course and (a) location of school, (b) source of school support, and (c) region revealed little correspondence. Teachers' reactions to the elaborate *Instructors' Guide* were very positive.

5.6 Independent analysis of the program.

The Social Science Education Consortium of Boulder, Colorado, reviewed *Inquiries in Sociology* in the November 1972 issue of *Social Education*. The reviewer's analysis is in agreement with the information presented in this report.

5.6 Project funding.

Funding for all three SRSS programs came from the National Science Foundation and amounted to approximately $2,500,000.

5.7 Project staff.

The following staff members of Sociological Resources for the Social Studies were responsible for the development of *Inquiries in Sociology*: Robert A. Feldmesser (former Executive Director, SRSS), Robert C. Angell (Executive Director, SRSS), Joan W. Barth, Corinne R. Janssens, Deborah J. Linderman, Jane L. Schiller, Joan K. Van De Moortel, Graeme S. Fraser, Thomas J. Switzer, and Everett K. Wilson.

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Introduction to the Behavioral Sciences
(Holt Social Studies Curriculum, HSSC)

Prepared by:

Vicki Ertle

INTRODUCTION

Introduction to the Behavioral Sciences is the sixth course in the Holt Social Studies Curriculum (HSSC), a four-year high school sequence for average and above-average students. *Introduction to the Behavioral Sciences* may be used in sequence with the other HSSC courses or independently of them.

The course focuses on two major topics. First, students learn the various methods of inquiry of three of the behavioral sciences--psychology, sociology, and anthropology--and study both scientific and unscientific approaches to the study of human behavior. Secondly, students examine contemporary problems that result from the behavior of men as individuals and in groups. The contemporary problems studied include the following: American behavior and the factors that influence it such as cultural and sociological forces; adolescence, both in American culture and in different societies; the search for identity; schizophrenia and mental health problems; and race and prejudice, with emphasis on black-white relations in the United States today. All of the readings in the course were chosen to demonstrate what behavioral science can teach man about himself. The developers hope that, as a result of the course, students will better understand their behavior and the behavior of others.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *Introduction to the Behavioral Sciences.*

Format:
One hardcover student text and an audiovisual component kit containing records, overhead projection transparencies, film-strips, and masters for classroom handouts.

Uniqueness:
Utilizing many source materials, the course emphasizes inquiry skills and value clarification.

Content:
Two major topics are covered: (a) the methods of inquiry used in the behavioral sciences and (b) selected contemporary problems resulting from the behavior of men as individuals and in groups.

Suggested use:
A complete one-semester course. This course may be used separately or as part of HSSC.

Target audience:
Average and above-average students in grade 12.

Length of use:
One semester.

Aids for teachers:
Detailed teacher's guide containing suggested lesson plans for each reading; supplementary reading lists for teacher and student; test booklets; and resource materials.

Availability:
All materials are available.

Director/developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The major goal of the Holt Social Studies Curriculum (HSSC) is "to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society [Fenton, 1967, p. 3]." The developers of HSSC believe that their curriculum is likely to encourage the following attitudes and actions in this "independent thinker and responsible citizen": active participation in the political process; willingness to listen to all sides of an argument before making up his mind; to make decisions according to a scientific proof process, rather than depending on emotion or a higher authority; and the desire to continue learning after leaving the classroom [Fenton and Good, 1967, p. 25].

1.2 Terminal objectives.

The developers specify certain skills and attitudes that students are expected to achieve by the time they complete the course. These objectives can be subdivided into four parts: inquiry skills, attitudes, values, and knowledge.

Inquiry skills. Stating that a good citizen must have the skills necessary to separate truth from falsehood, the developers identified six steps in a method of inquiry for the social sciences: (a) recognizing a problem from data, (b) formulating hypotheses, (c) recognizing the logical implications of hypotheses; (d) gathering data; (e) analyzing, evaluating, and interpreting the data; and (f) evaluating the hypotheses in light of the data (Sandberg, 1969, pp. ix-x).

Attitudes. The developers expect that exposure to their course will encourage students to want to participate actively in public life, to hear all sides of a debate, and to make up their minds about issues through "reasoned investigation" rather than relying on authority, emotion, or prejudice. They also believe that *Introduction to the Behavioral Sciences* will help students develop an awareness of the complexity of human behavior and a critical attitude toward sweeping generalizations about that behavior, regardless of their source.

Values. The course presents controversial issues that are designed to challenge the students' values and encourage them to clarify their values and resolve value conflicts in light of scientific evidence. The goal here is clarification, not consensus, and the developers state, "If a student emerges from the curriculum with the same values he held at the beginning of his study, he still will have learned how to support his values intelligently"[Sandberg, 1969, p. 10].

Knowledge. Knowledge objectives are defined for four content areas: (a) concepts basic to the social sciences, such as leadership, ideology, social class, and economic growth; (b) knowledge relating to the interests and needs of modern American students; (c) present and past societies; and (d) the cultural life of a democracy. After achieving these objectives, students should be able to read books intelligently, view exhibits with understanding, and participate fully in the cultural life available today.

1.3 Detailed objectives.

For each of the seven chapters there are major knowledge, inquiry, and affective objectives. For example, the following objectives are listed in the teacher's guide for Chapter 3, "Adolescence in American Society":

Knowledge:	To know that the behavior of American adolescents is often influenced by the individual's lack of a stable personal community.
Inquiry:	To be able to use cross-cultural anthropological research as a means of better understanding behavioral patterns in one's own culture.
Affective:	To continue to develop a tolerant attitude toward the behavior of other people.

Each of the readings, or lessons, in the chapters also has detailed knowledge and inquiry objectives. The following are taken from Reading 21, "The High-School Athlete," also part of Chapter 3:

Knowledge:	To know that according to one theory the most important latent function of inter-scholastic athletics is to generate "communal selfhood."
Inquiry:	To be able to present reasoned arguments for one side or the other of an emotional issue.

CONTENT AND MATERIALS

2.1 Content focus.

Introduction to the Behavioral Sciences is concerned with two main issues: the methods of inquiry of the behavioral sciences--psychology, sociology, and anthropology--and selected generalizations about the behavior of men as individuals and in groups. Throughout the course, students learn how behavioral scientists work--how they investigate behavior, collect data, conduct studies, and verify hypotheses. Students examine scientific approaches and analyses in five major areas: American behavior and factors influencing it; adolescence, both in American culture and different societies; the search for identity; schizophrenia; and race and prejudice. The last chapter of the course analyzes the limitations of the behavioral sciences in understanding man's behavior. All of the readings chosen demonstrate what behavioral science can teach us about ourselves.

2.2 Content and organization of the subdivisions.

Introduction to the Behavioral Sciences consists of seven chapters and fifty-eight readings which have either been edited from published works or written especially for the course. Source materials come from books, scientific journals, magazines, and other publications. Each reading is prefaced by an introduction linking one reading with another and study questions alerting students to important points to consider while reading. Additional questions on specific points appear as marginal notes opposite the passages they refer to.

The content of each chapter is briefly described below:

Chapter I. "On the Nature of Behavioral Science" is a comparison of scientific approaches to studying behavior and unscientific sources of knowledge and beliefs. In the first two readings, students read accounts of "waterwitching," or dowsing, and of sighting flying saucers and then discuss how eyewitness accounts and field tests under uncontrolled conditions do not provide scientific evidence. Another lesson, "How Behavioral Scientists Work," details the main research methods of behavioral scientists--precise definitions, objective data-collecting, kinds of studies, etc.--and asks students to suggest appropriate methods of research to use in answering specific questions such as, "When should children be taught to read?" and "What do Americans think about foreign aid?" Concluding chapters deal with behavioral science and natural science, behavioral sciences and social studies, and the "the spirit of science" and how it affects the quality of life in a democratic society.

Chapter II. "Coming of Age in America" contains answers to questions such as, "What are some of the traits behavioral scientists have identified as typically Americans?" and "What types of behavior are taught in American schools?" One reading by anthropologist Clyde Kluckhohn treats the physiological, psychological, sociological, and cultural forces that produce human behavior. A class handout listing some behavioral science questions such as "Can men stand more pain than women?" and "What are the most typical responses to frustration?" is then given to students and they must explain which of the four behavioral sciences would be used in finding the answers. Other readings analyze child raising in America, how schools mold behavior, what children learn from textbooks, and conformity in the schools. In this last lesson, students read of a study conducted by

Edgar Friedenberg (author of *Coming of Age in America,* after which the chapter was titled) to learn about value conflicts that arise in high school life. As homework, students complete the same structured interview Friendenberg used to determine student values. The next day, the class discusses their responses, those from the study, and whether they agree or disagree with Friedenberg's method of analysis.

Chapter III. "Adolescence" is concerned with the paradoxical nature of adolescence and how behavioral scientists have studied it. The chapter begins with a reading on growing up among the Hopi Indians of Arizona. Here, students discuss the differences and similarities of Hopi and American youth and also hear a recording on the Hasidic Jews of Brooklyn to draw further cross-cultural comparisons. In other lessons, Margaret Mead examines dating and culture in American society and a short story by John Updike describes an unstable marriage of two immature young adults. Three readings deal with the phenomenon of interscholastic athletics. One of these lessons describes a study on the status of athletics in high school. After reading the study, students discuss the emphasis of team sports in American schools and the role of athletics in generating school spirit. Another reading is a report of an interview between a member of a research team studying the effects of athletics on the performer and Jim Evans, an outstanding athlete being primed for a college scholarship. As part of this lesson, students discuss favoritism awarded athletes, and whether athletics is overemphasized. The concluding lesson on athletics is concerned with a dissenting view; authors Schafer and Armer, both sociologists, argue against harsh indictments of school athletics.

Chapter IV. "The Search for Identity" is a discussion of the forces and causes of alienation. Students read of three young men, all alienated for different reasons, and play in class popular recordings they feel exemplify these men's emotions. In a lesson on "Alienation and the Ghetto," students examine alienation as a predictable product of discrimination and view a filmstrip documenting some of the facts of ghetto life. Escape from alienation is discussed in two subsequent readings; one deals with escape through drugs, and another deals with escape through political activism. The social background of alienation--the feeling of powerlessness in mass society--is also examined. The Israeli Kibbutz movement is depicted through readings and filmstrips as an attempt to counter the feeling of hopelessness. The chapter concludes with readings on the identity problem--"Who am I?"

Chapter V. "Schizophrenia" is designed to acquaint students with the kinds of work behavioral scientists are doing in the mental health fields. Here, students learn the patterns of the illness, study what appear to be the causes, learn how behavioral scientists are treating patients, and explore the relationship of mental illness to society. Therapies for schizophrenics are discussed in one lesson and students listen to a recording of a treatment session of a seriously disturbed young boy. This lesson is designed to point out the limitations of psychotherapy and the fact that many of the methods used by psychotherapists have not been verified by rigorous scientific experiment. Excerpts from Hannah Green's *I Never*

Promised you a Rose Garden depict the life and fantasies of Deborah, a sixteen-year-old patient in a mental hospital. These excerpts allow students to examine Deborah's illness from her point of view and from that of her doctors. The last reading presents a more radical view of schizophrenia where the author suggests that a schizophrenic experience may just be a "trip to an inner world," ending in normalcy.

Chapter VI. "Race and Prejudice" concentrates on black-white relations in the United States today. Students begin the study by reading a simplified theory of the biological concept of race by anthropologist Wilton Krogman, who believes that prejudice begins when men start attaching importance to insignificant physical differences. Students then examine race and society and the social meaning of race through a reading by another anthropologist, Robert Redfield. After viewing a filmstrip on "Race and Culture," students discuss whether black people in America constitute a cultural, racial, or social group or whether black people in the United States can be considered a caste. The relationship between race and intelligence is also examined and students are asked to respond to intelligence-test items used in schools today and to discuss cultural bias in tests. A class exercise where groups of boys and groups of girls devise tests to show that each group is more intelligent than the other demonstrates boy-biased and girl-biased questions. A case study of the prejudice of an Alabama woman and readings on children and prejudice are included to show how prejudice can be learned. A study to determine the effects of prejudice on young children is explained and a black psychiatrist discusses some of the ways in which adult blacks also respond to prejudice and discrimination. In the remaining lessons of Chapter VI, students examine the civil rights movement of the sixties and the psychology of protest, the differences between European immigrants and blacks migrating to northern cities, ghetto riots, and the future of race relations in America.

Chapter VII. "Frontiers of Behavioral Science" explores the limitations of the behavioral sciences. The first lesson in this chapter is a discussion of brain research and aggression. After reading that man will soon have a variety of methods effective for controlling human behavior, students discuss the moral and ethical questions surrounding such control. Next, they divide into groups to develop original questionnaires on the topic to administer to adults. In the next reading, students participate in a memory experiment to learn some of the aspects of learning that behavioral scientists are currently studying. Excerpts from Maya Pines, *Revolution in Learning: The Years from Birth to Six*, describe experiments done with infants and discuss the rapidly growing field of early childhood education. Students view an additional filmstrip on early-learning research and are asked to evaluate the implications of child research for public policy and to propose other kinds of potentially valuable research on children. Educational technology and B.F. Skinner's behavioral utopia *Walden Two* are also examined. The chapter ends with two opinions on controlling human behavior, that of Skinner and that of Carl Rogers, a psychotherapist who proposes an alternative to Skinner's approach.

The developers do not specify that the readings must be taught in sequence, and conceivably individual lessons or units could be taught separately and/or out of sequence from the rest of the course. The developers suggest that the 58 readings be assigned one per day for four days each week. On the fifth day, the teacher may give tests, assign supplementary readings, study current events, or do anything else that reflects the interests and needs of the class.

2.3 Materials provided.

Student materials. The student text, *Introduction to the Behavioral Sciences: An Inquiry Approach,* is a hardcover book containing 58 readings in 344 pages. Each series of readings consists of an introduction, three or four study questions, and at least one piece of source material. A list of suggested supplementary readings appears at the end of each chapter.

The developers provide a student test for each of the first six chapters and a final examination which covers all seven chapters. These tests alternate between multiple-choice items and essay questions.

Teacher materials. The teacher's guide contains a lesson plan for all 58 readings in the student text. Each plan states the knowledge and inquiry objectives and lists the materials to be used for that lesson. Suggestions for discussion questions, instructions for using the audiovisual materials, and possible student responses are provided.

In addition, the teacher's materials include an audiovisual kit which supplements the student readings. The kit for this course contains a phonograph record, filmstrips and spirit masters for class handouts. Instructions for their use are found in the appropriate lesson plans in the teacher's guide. Films are suggested for some lessons; the guide lists the producer's name and address for each one.

A supplementary reading list, also provided, refers the teacher to three basic texts in the behavioral sciences and to a series of resource materials written by Dr. Fenton and available from Holt, Rinehart and Winston, Inc.

The publisher also provides a series of teacher-training films. One series, "The Historian's Method of Inquiry," demonstrates how historians classify information, prove a hypothesis, decide what is fact, ask questions, and deal with mind set. The second series, "The Uses of Media for Teaching Inquiry in the Secondary Social Studies," shows how to use the transparencies, picture cards, simulation games, data banks, recordings, and filmstrips.

2.4 Materials not provided.

Books and films are suggested as supplementary materials for teachers and students. Information for ordering these materials is provided by Holt.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The predominant teaching strategy is a discovery-oriented but teacher-controlled technique the developers call "directed discussion." In directed discussion, teachers use questioning to lead students through data toward generalizations. Through directed discussion, students are continually challenged to validate their claims and to use the scientific proof process. The questions the teachers use include the study questions for the readings, suggested questions in the lesson plans, and the teacher's own questions.

Other less frequently used instructional strategies include dividing students into small groups to gather data, conduct experiments, or debate key issues. Recitation is sometimes used to check on homework assignments and independent research projects are often assigned. Some discovery exercises call for students to work alone or in small groups to interpret material without teacher assistance.

3.2 Typical lesson.

The directed discussion strategy discussed above is used in almost every lesson. Through questioning, teachers assist students to form their own hypotheses, test their generalizations, and use a scientific proof process enabling them to justify their values in an intelligent manner.

The lesson described below is typical of the strategy employed in the course. It is from Reading 18, "A Day in the Life of an American Adolescent," taken from Chapter III, "Adolescence in American Society." The reading follows a selection on the Hopi Indians and one of the knowledge objectives is "To know that in many ways the life of the American adolescent is more confusing and painful than that of the average Hopi adolescent, but that it is probably more interesting and exciting." A method-of-inquiry objective is "To be able to use a recording as data for considering a behavioral phenomenon."

As preparation for the lesson, students have read "A Day at Rome High," from Jules Henry's book *Culture Against Man*. The story is a description of six hours spent in an American high school by a fourteen-year-old girl named Lila. The story was written by a college senior on Henry's research team who accompanied Lila the entire day. Henry was doing research on the values of secondary students in the United States. In the story Lila appears as a confident, well-adjusted young woman whose primary concerns are clothing, appearance, and her relationship with other girls and boys. She appears void of intellectual interests and uninspired by school. She is part of a clique that wears silver bands on their right hands.

The lesson begins with a recording called "Cliquing." On the record Myles Jackson, the producer, interviews various teenagers about their ideas of cliques and what their particular clique is like. After listening to the record, the teacher encourages the class to discuss the possible origins and functions of cliquing. It is suggested that the class also speculate about why cliques are more characteristic of adolescence than of other ages and what the differences are, if any, between the recording and the behavior of Lila.

Directed discussion is then begun with these questions: "Does adolescence seem particularly stressful or difficult for Lila?" "What are Lila's main concerns?" and "How typical an adolescent do your students think Lila is?" Teachers are instructed to permit and challenge a variety of responses to these questions.

Students are then asked what they think Jules Henry means when he says "Rome High socializes Lila to the corrupt aspects of the adult world." Henry was referring to the emphasis placed on glamour and superficial sexual attractiveness, while at the same time society defines real sexual activity as bad. Henry also believes that schools perpetrate society's prevalent attitude that there is little value in intellectual activity for its own sake.

A class discussion on Henry's view concludes the lesson and students debate his position and offer their own observations.

The teacher has three principal activities: (a) reading the lesson plan and preparing in advance for the activities; (b) leading the discussion in class; and (c) evaluating how well the students have mastered the objectives of the lesson. In addition to these tasks, teachers help students secure the supplementary readings, stage audiovisual presentations, suggest research papers, and prepare for individual conferences.

The student's role varies with each lesson, but typically consists of reading, class discussion, debate, conducting experiments, writing hypotheses, and recitation.

3.3 Evaluation of students.

The publisher provides multiple-choice and essay tests for all chapters in the course. The developers also recommend that teachers consider classroom response and participation when evaluating student progress.

3.4 Out-of-class preparation.

Teacher. Before class, the teacher should review the lesson plan for that day, read the student materials, and secure any needed audiovisual equipment. The developers suggest that the teacher familarize himself with the discussion questions so that he is not forced to read them from the teacher's guide during class discussion.

Student. Students usually complete one reading per night and prepare for class discussion by answering the study questions preceding each reading. Independent research papers may also be assigned.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

A duplicating machine, filmstrip projector, overhead projector, screen, and phonograph are the only special equipment frequently used. Moveable classroom furniture is desirable as the students sometimes divide into small discussion groups. The course is designed for a class which meets five times a week.

4.2 Student prerequisites.

Each HSSC course is designed to be self-contained. When used in sequence, however, the courses allow the student to build on previous knowledge. Students who have studied the HSSC courses which precede the *Introduction to the Behavioral Sciences* will reinforce their knowledge of cultural, political, and economic influences on human behavior. The developers state that, while this is desirable, it is not mandatory and that *Introduction to the Behavioral Sciences* presupposes no specific knowledge on the part of students.

4.3 Teacher prerequisites and training.

The developers state that no formal requirements are necessary to teach the course. Anticipating teacher's needs, the developers provide an extensive teacher's guide, resource books, and training films. No specific inservice training program has been developed, but consultant services in such areas as teacher preparation, course development, and curriculum analysis are available both from the developer and the publisher.

4.4 Cost of materials, equipment, services.

Required Item	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students				
Text	1 per student	Holt	$4.35	reusable

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Teachers				
Teacher's guide	1 per teacher	Holt	$2.25	reusable
Text booklet	1 per teacher or class	Holt	$ .72	reusable
Audiovisual kit	1 per class/school	Holt	$88.50	reusable

Recommended Supplementary Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Resource Books:				
Teaching the New Social Studies in Secondary Schools	1 per teacher or school	Holt	$8.80	reusable
The New Social Studies	1 per teacher or school	Holt	$3.08	reusable
Teacher training films:				
"The Historian's Method of Inquiry"	1 set per school or district	Holt	$90.00 rental $475.00 sale [a]	
"The Uses of Media for Teaching Inquiry"	1 set per school or district	Holt	$162.00 rental $870.00 sale [b]	

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[a] Per film costs: $19.00 rental; $100.00 sale
[b] Per film costs: $28.00 rental; $150.00 sale

4.5 Community relations.

Introducing this program is probably no more critical than introducing any new program. It is possible, however, that some conservative communities might react negatively to the introduction of material or racial problems into the high school curriculum.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the Holt Social Studies Curriculum believe that traditional social studies curricula do not meet the needs of contemporary students because they concentrate on a lecture approach, requiring students to assimilate volumes of facts and generalizations. They believe that there has been little attempt to teach students how to use the knowledge they gain because much curriculum development has been at a local level where teachers are usually content-oriented and not overly concerned with process.

Because of the current knowledge explosion, the developers decided to concentrate on inquiry skills in the hopes that students will be able to organize and utilize the quantities of information produced each day. They believe that students who learn inquiry methods will also be able to continue the learning process long after formal schooling and be better prepared for the future.

The project utilized contemporary research on the social studies and drew on the theories of scholars such as Jerome Bruner, Benjamin Bloom, Robert Mager, Donald Oliver, and James Shaver.

5.2 Program development.

The Holt Curriculum is based on an experimental four-year high school curriculum for able (above-average) students, originally developed at the Carnegie-Mellon University. The developers state that this curriculum was revised for use by typical students before commercial publication through a contract with the original Carnegie staff and Holt, Rinehart and Winston, Inc. The publisher does not define the term "typical."

The Carnegie staff designed all seven HSSC courses in a similar manner. Ideally all courses were to follow the same steps: designing and writing of materials by project staff, initial classroom trials to gather student and teacher feedback on the effectiveness of the materials and the audiovisual components, a second classroom trial, and then final revision. The project had hoped that the courses could be used in a controlled setting for four years so that the same students would be exposed to all seven courses.

Time and budget constraints prevented this, but each course underwent a trial of some sort. The staff taught their own courses in these trials, recorded student comments, and observed student responses to the materials.

Before final publication, the courses were simplified in terms of vocabulary and phraseology. Some readings were also replaced to make the courses more applicable to average students.

5.3 Developer's evaluation.

The current revised edition of HSSC has not been evaluated. Parts of the original curriculum designed for able students have undergone formal testing. For further information concerning the testing procedures, readers are referred to additional reports on HSSC courses elsewhere in this volume.

The *Introduction to the Behavioral Sciences* course was not included in this formal testing. The author of the course, John H. Sandberg, did however, teach an experimental version of the course to a Pittsburgh high school class and obtained student and teacher comments on it.

5.4 Results of the evaluation.

The content of these student and teacher comments is not available. The developers state that, because the version tested was experimental and consequently revised before publication, the course used in the Pittsburgh trial bears little resemblance to the published version described in this report.

5.5 Independent analyses of the program.

A review of HSSC appears in the April 1970 issue of *Social Education*. Norris M. Sanders and Marlin L. Tanck, the reviewers, criticize the lack of variety in instructional strategies and express the fear that "modified discovery through directed discussion could become just as boring as too much exposition" [Sanders and Tanck, 1970, p. 401].

The published materials for *Introduction to the Behavioral Sciences* were not available for Sanders and Tanck's review, but on the basis of their evaluation of all of the other courses, they recommended two types of uses for the entire sequence:

1. Use some or all of the courses with able students, adding a variety of instructional patterns; and
2. Select part of the materials for specific goals, such as teaching inquiry skills and value identification, or as enrichment materials [Sanders and Tanck, 1970, p. 401].

5.6 Project funding.

The Carnegie Social Studies Project, the forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U.S. Office of Education.

5.7 Project staff.

Project supervisors were John R. Coleman and Erwin Steinberg; author was John H. Sandberg. Co-directors included Edwin Fenton, John Soboslay, Howard Mehlinger, and John M. Good. Audiovisual director was Mitchell P. Lichtenberg and project evaluator was Alfred Hall. Consultants from various academic disciplines and the Pittsburgh Public Schools are too numerous to mention.

5.8 Present status.

At the present time (1973), Dr. Fenton and staff have contracted with Holt to revise the current materials and prepare a second edition of HSSC.

The anticipated changes in the second edition are summarized in Dr. Fenton's *A Rationale for the Second Edition of the Holt Social Studies Curriculum*, currently available from Holt, Rinehart and Winston, Inc. Five basic changes are projected: (a) redesigning all textbooks to include both black-and-white and color photographs; (b) lowering of reading levels where they exceeded grade-level standards; (c) developing a new testing program including objective and essay tests, as well as a test designed to measure attitudes; (d) developing individual and group activity kits for each course designed to individualize the program and to stimulate creative abilities; and (e) making revisions to reflect the latest knowledge about both the content and pedagogy of social studies (Fenton, 1971, p. 1).

The first HSSC course in the second edition was published early in 1973. The next three courses in the series will be available in September 1973, with the remainder being published in September 1974.

REFERENCES

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Sandberg, J. H. *Teacher's Guide, Introduction to the Behavioral Sciences.* New York: Holt, Rinehart and Winston, Inc., 1969.

Sanders, N. M. and Tanck, M. L. A critical appraisal of twenty-six national social studies projects. *Social Education,* 1970, 34 (4).

Lincoln Filene High School Social Studies Program

Prepared by:

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INTRODUCTION

The Lincoln Filene Center for Citizenship and Public Affairs at Tufts University developed the *High School Social Studies Program* for non-college-bound students. The units within the ten instructional programs may be used as supplements to existing courses, or the programs themselves, as sequenced by the developers, may function as the basis for a four-year curriculum fashioned by a school staff for its own students. At present there are more than 40 units and case studies published and more in development.

The materials center around what the authors call "the governing process," a conceptual model of the entire American political system. With political science as the context, the units examine social, economic, legal, and historical events and issues. The titles of the programs reflect the subject matter emphases: Politics and Policy Making, The American Economic System, Minorities in Contemporary American Society, The Law and Citizenship, The International System, etc. An overriding purpose is to give students a sense of personal worth, capacity for influencing public decisions, and responsibility for participating in public life.

Most of the units have an accompanying teacher's guide. Many supplemental films are available for rent from the center.

BASIC INFORMATION

Program name:
Lincoln Filene High School Social Studies Program.

Format:
Paper-bound supplementary units called narratives.

Uniqueness:
Written to interest and motivate students who seem unlikely to go to college. Emphasis on interpersonal relations contributing to citizenship in a democracy.

Content:
American government, economics, contemporary social issues, American history and foreign relations.

Suggested use:
Teachers may use the units as supplementary materials for existing social studies courses at any high school level or as the basis for a total high school curriculum in social studies.

Target Audience:
Below-average to average students at any secondary level. May also be used with average students in 7 and 8.

Aids for Teachers:
Most units have accompanying teacher's guides. The Lincoln Filene Center also publishes resources for teachers such as papers and pamphlets on government and public responsibility. Many supplemental films are available on a rental basis from the center.

Availability:
About 40 units and case studies are available; more are in various stages of preparation.

Developers:
John S. Gibson, Director/Lincoln Filene Center

Publishers:
Lincoln Filene Center, Tufts University, Medford, Massachusetts 02115.
A few units are published by commercial publishers; obtain Lincoln Filene Center's catalogue for addresses.

GOALS AND OBJECTIVES

1.1 Long-range goals.

Primarily designed for students not planning to continue their formal education beyond high school, the *Lincoln Filene High School Social Studies Program* is written to help pupils obtain a better understanding of man and society, past, present, and future. Focusing on political science, the materials convey and encourage the knowledge, attitudes, and behavior the authors believe contribute to a democratic culture, in which all citizens respect and foster the well-being of fellow men.

1.2 Terminal objectives.

Two major objectives, one affective, the other cognitive, have been set by the developers of the program. The affective objective is to help students realize a personal sense of political, social, and economic effectiveness. Believing that before students can understand active participation in a democracy they must first develop a sense of personal worth, the authors have written simple activities for Program I, which they recommend as an introductory series of units intended to give students early experiences of success in practicing citizenship skills.

The cognitive objective is that students will learn and recognize the ways in which they can influence their society as citizens. To achieve this objective, the materials present political, social, and economic facts of life; students are to learn the process by which they are governed and the social institutions and attitudes they must cope with as adult citizens.

The Lincoln Filene Center authors also expect students to learn the following skills: the ability to read with understanding; organize information; define social, economic, political, and social issues and comprehend their implications in a critical manner; formulate hypotheses and make conclusions; analyze and make effective and responsible decisions; and express decisions clearly in both oral and written form.

1.3 Detailed objectives.

Unit objectives are included in most of the materials. Usually general in nature, the following are examples from the unit "Citizenship Affirmed: The Story of Frederick Douglass" from Program I:

1. Student knowledge of the components of citizenship.
2. Student awareness of the meaning of human dignity.
3. Student self-examination of his own attitudes toward minority groups.
4. Student examination of relationship between prejudice and the denial of citizenship.

CONTENT AND MATERIALS

2.1 Content focus.

The program centers around political science--specifically what the authors call the "governing process." This governing process model consists of the following six elements: (a) the citizens, or governed; (b) elected and appointed government officials; (c) the political process by which officials are elected and people influence policy; (d) the structure of the government; (e) the policy-making process that produces legislation and laws; and (f) policy itself, foreign and domestic, which regulates and affects the actions and security of the citizens. Political, social, economic, and historical events are examined in terms of the interactions among these six basic elements of the governing process.

2.2 Content and organization of the programs.

The governing process model is expanded and developed in the ten programs that comprise this curriculum. The programs may supplement existing social studies courses or be used as the basis for a new social studies program that each school puts together according to its own needs.

The ten instructional programs are divided into a number of narrative units, each with an accompanying teacher's guide. The programs are briefly described below in the sequence found logical and teachable by the developers. This sequence does not have to be followed. Units may be used separately, and programs need not be taught in the order given. In addition, there are single units which do not fit into any particular program (see Section 5. 8).

PROGRAM I: Dimensions of Citizenship. Introducing students to the governing process, this program consists of four narratives. Effective citizenship, or how people can affect policy, is studies with excerpts from Upton Sinclair's *The Jungle*. "The Diary of a Young Girl" is the second narrative where students study the denial of citizenship. In "Citizenship Affirmed: The Story of Frederick Douglass" students read of an escaped slave becoming an American citizen. "Civil Disobedience: A High Law?" presents case studies of protest movements. A series of films also may be used with Program I. Available titles range from "Something That's Real," in which blacks working for a major corporation speak without scripts, to "Where Is Prejudice," a story about young "unprejudiced" people. These, as well as many other films recommended for use with the Lincoln Filene Center programs, may be rented from the center.

PROGRAM II: Politics and Policy Making. This program consists of four units dealing with local and national political processes, officials, the structure of the federal government, and how policy is made. Titles of the units include: "Practical Political Action," "The Courts Make Policy: The Story of Clarence Earl Gideon," "Gun Control: A Bill Becomes Law," and "Choosing a President, 1968: The American Political Process." Two sets of films are recommended: "Practical Politics" and "Current Political Issues."

PROGRAM III: Urban Problems and Prospects. In this program case studies are used to explore domestic policy and problems. Units are titled "The Police: Fact and Fiction," "Welfare: A Way of Life?," and "Urban Renewal: Planners and People." Two film series, one on welfare and one on urban renewal, are available for use with the program.

PROGRAM IV: The American Economic System. Consisting of only two units, this program offers practical economic information. "How our Economic System Works" explores the decisions and alternatives facing an underdeveloped society. "To Buy A Car" explains the difficulties a teen-ager experiences when buying his first car.

PROGRAM V: American Civilization and History. The unit "Studies on Idealism in American Life" examines both the utopian and humanitarian responses to American problems. There are two case studies of intolerance and dissent, and a fourth unit deals with the impact of technology on society and how automation will affect the future of workers.

PROGRAM VI: The Law and Citizenship. This program consists of a series of open-ended hypothetical cases and discussions dealing with several areas of law, packaged under the name "Lessons in Conflict: Legal Education Materials for Secondary Schools." These lessons deal with consumer legislation, criminal law, trial procedure, juvenile rights, drug laws, property, and other civil legal areas.

PROGRAM VII: The International System: Themes and Decisions. There are nine units in this program, which explores the relationship of the United States to the countries of the world. All deal with foreign policy: units on the Hungarian revolution, the Lebanese crisis of 1958, and on the Dominican Republic examine the role the United States played in these historical events. Other units deal with the Alliance for Progress, NATO, and the Middle East. Many films are available.

PROGRAM VIII: Minorities in Contemporary American Society. This program is written to present contemporary and accurate materials in black studies, which teachers may use as part of American history courses. Eventually the developers intend to expand the program to include units on other oppressed people in American society: Jews, Puerto Ricans, Chicanos, American Indians, and women. At present Program VIII contains two units, each containing separate topics of study. The two units are "Prejudice and Discrimination: An Introduction," and "The Black Experience in the United States." Topics (short units of instruction) deal with slavery, the civil rights movement, black power, and the black man in colonial history.

PROGRAM IX: Current Affairs Case Study Series. A series developed by Lincoln Filene Center and *Newsweek* magazines's educational division, this program includes case studies on crisis decision-making, protest, due process of law, and nationalism. Recent units are titled "The Candidate," "Police: Liberty and Order in Conflict," and "Technology: Matching Machine to Man."

PROGRAM X: Readings for Junior High School Students. This program consists of the Living Democracy Series, five pamphlets dealing with the making of our

Constitution, unknown American heros, participatory politics, voting and the problem of war.

The developers are reluctant to recommend an optimal length of time for the use of their many programs or units. They believe this will depend entirely on the needs and interests of the teacher and students. Generally they can run from two to ten days teaching time.

2.3 Materials provided.

Student materials. The narrative units are the basic student materials. They are paper-bound pamphlets averaging about 25 pages. The films recommended for student viewing and discussion must be rented separately from the Lincoln Filene Center.

Teacher materials. Teacher's guides are available for almost all of the units. The guides offer information on program objectives, teaching strategies, discussion questions that may be used in class, vocabulary, and supplementary resources. The teacher's guide to "Effective Citizenship: Upton Sinclair and *The Jungle*" (Program I) outlines the central objectives of the entire *High School Social Studies Program*. Teachers are advised to read this guide in order to understand the teaching-learning process advocated in all other units.

Background materials for the teacher are also available from the center. These include papers on state government and public responsibility, citizenship, race relations, and current trends in teaching political science.

2.4 Materials not provided.

The developers recommend the use of various films or film series for certain programs; these are available for rent from the center. An order blank accompanies the center's Catalog of Materials.

Prepared tests are not available. Many guides contain examples of multiple-choice and essay-type questions which teachers can use for student evaluation.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The Lincoln Filene Center developers advocate a tension-free classroom, in which students feel free to participate without fear of being embarrassed should they give an inaccurate answer, and where students can voice all their opinions, controversial or not. The units emphasize student involvement and provide suggestions for various teaching techniques, all inductive in nature. Teacher involvement and consultation with students is recommended over teacher dominance.

3.2 Typical lesson.

Daily classroom activities vary from unit to unit, program to program. Units generally will involve many kinds of activities, ranging from simulation games and role playing, to discussion and viewing films, or presentation of student-researched reports. Teachers are not bound by the suggestions of the units. The developers encourage teachers to plan and direct each lesson as desired.

Teachers are advised to introduce the content of each unit by using analogies that are easy to understand. For example, if protest is the subject, the teacher might ask the class what their reactions are at home when a parent makes a rule they disagree with.

After introducing the subject, teachers may plan classroom activities like the following suggested for the case study based on Upton Sinclair's *The Jungle*, from Program I.

First, students read the narrative containing excerpts from *The Jungle*. Spinoff topics from the narrative are protest, minorities, and underpaid workers. Using the questions found in the guide, teachers may ask questions such as, "Why is the flow of information vital to a democracy?" and "Whose responsibility is it to expose evils in our society?" Such questions are meant to initiate a roundtable discussion of the responsibilities of citizenship.

Other suggested activities include a field trip, speeches by a county health meat inspector about striking laborers, and collection and discussion of food packaging labels.

The "Jungle" game is also recommended for this lesson. It calls for students to act out roles of some of the groups presented in the novel to discover how difficult it is to make decisions that will satisfy all groups. The game is concluded with students analyzing their actions and discussing the decision-making process.

In this lesson, as in all others, the teaching strategies are selected by the individual teacher. The suggested strategies urge maximum use of student-involvement activities and minimal use of exposition.

3.3 Evaluation of students.

No prepared tests are provided by the developers, who define achievement as an increase in knowledge of the subject matter of a given unit. The authors recommend that teachers evaluate students on the basis of classroom participation in discussion and role-playing activities, keeping in mind the objectives of each unit. Some units contain examples of multiple-choice and essay questions which teachers could administer as tests.

3.4 Out-of-class preparation.

Teacher. The teacher should review the objectives of the units and read carefully the student narratives. Teachers must decide which, if any, of the suggested activities they will use and then prepare lesson plans. If teachers choose to rent the films recommended for many of the programs, they must order them in advance.

Student. Homework assignments are left to the discretion of individual teachers. The developers only suggest that such outside assignments be pertinent and motivating.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities or arrangements are required. Teachers should have access to the standard audiovisual and duplicating equipment.

4.2 Student prerequisites.

Students need no special skills to use the Lincoln Filene Center programs. The materials were written for and tested with students not expected to go on to college, who were reading three to five years below grade level. The Dale-Chall formula was used to determine the reading difficulty of many of the units. On the whole, the units showed an eighth-grade readability level.

4.3 Teacher prerequisites and training.

Teachers need no special academic background or inservice training to use these materials successfully. Teacher flexibility, respect for students, and sensitivity to student feelings are imperative. Teachers should be familiar with inquiry and simulation techniques.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students:				
Narrative Units	1 per student	Lincoln Filene Center	Range from $.35 to $2.00	Reusable
Teachers:				
Teacher's guides	1 per teacher	Lincoln Filene Center	Range from $.50 to $2.50	Reusable

Recommended Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Films		Lincoln Filene Center	Rental fees range from $5.00 to $25.00	
Teacher resource papers, pamphlets		Lincoln Filene Center	Range from $.50 to $3.95	

4.5 Community relations.

Introducing these materials into schools should be no different from introducing any other new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Believing that traditional social studies courses were inappropriate for non-college-bound students because their content is fixed by college entrance requirements, the staff of the Lincoln Filene Center sought to develop a program that would interest the student not intending to go to college, and prepare him for citizenship.

The developers believed that such students would be motivated to study and learn only if they understood the workings of political science and history in their own lives. Thus the authors emphasized the workings of the American political system as revealed by contemporary events and problems, and they call for maximum student involvement in classroom activities that transfer to real life.

5.2 Program development.

The developers first determined the needs of non-college-bound students by conducting an extensive review of existing programs and materials, submitting questionnaires to teachers and students, and by informal interviews with educators and students. These results were published by the Lincoln Filene Center in two volumes titled *New Frontiers in the Social Studies* (New York: Citation Press, 1967). The research resulted in the emphasis on case studies and in the development of the governing process model.

The next step in the development of the materials consisted of identifying the content areas and the specific topics to be studied in each area. This was followed by the actual writing of the materials by Lincoln Filene Center staff, assisted by many teachers. After units were drafted, experimental teacher's guides were prepared.

When both student and teacher materials had been drafted, they were taught in classrooms by teachers who had assisted in the development or by center staff. After the materials had been evaluated, they were revised, re-evaluated, and revised once again for final publication and distribution.

5.3 Developer's evaluation.

Evaluation was based on written tests and on feedback from teachers and students who used the materials. The materials were judged according to the following three criteria: (a) relevance to stated objectives; (b) student interest; and (c) readability for students.

Relevance to stated objectives was judged by administering objective and subjective tests to students and through informal interviews with students. Interest in the materials was judged through written evaluations prepared by students and again from informal feedback. To test readability, reading consultants, content and vocabulary tests, and subjective reviews by teachers were used. The center staff also requested teachers to judge the over-all effectiveness of the materials.

Evaluation was done mostly in the New England states. Generally, field test participants were ninth and tenth graders with reading abilities three to four years below grade level.

5.4 Results of evaluation.

Written data regarding the evaluation is not available. Limited information on teachers' reactions to the materials is favorable, however. They reported an increase in student attendance, interest, and achievement.

According to a subjective evaluation by the developers, students' awareness of personal worth and the worth of their fellow classmates increased, as did student participation in class activities (Adelson and Crosby, pp. 203-204).

5.5 Independent analyses of program.

An independent review of the program is found in the November, 1972 issue of the journal *Social Education*. In general, the review concurs with the findings presented in this report, although the reviewer adds these comments on teacher requirements:

> No particular training is required to teach the material; however, it is necessary for the teacher to acquaint himself with the elements of the governing process model since it is the conceptual framework upon which the programs are structured. A supportive classroom atmosphere where open discussion is encouraged is essential for the success of the program. [Social Science Education Consortium, p. 770].

5.6 Project funding.

The project was funded initially by both private and federal grants. Government grants came from the National Science Foundation and the National Defense Education Act. Since 1970 the Center has operated on private grants.

5.7 Project staff.

The *Lincoln Filene High School Social Studies Program* is a result of the combined efforts of John Gibson, Doreen V. Blanc, and William M. Gibson, assisted by Major Morris and Wyman Holmes.

5.8 Present status.

Additional units continue to be written, tested, and prepared for final publication. Many units not written especially for any of the ten instructional programs are currently available for use in secondary classrooms. These units have titles such as "Mobilizing the Vote: Father Goes to Washington" (a story of the election of a priest to Congress), "Population: Growth and Control," and "Prisons: Do They Need Reforming?" A list of such units may be requested from the Lincoln Filene Center.

The center produces many other materials and resources for the schools at the elementary and junior high levels. Their *Intergroup Relations Curriculum: A Program for Elementary School Education* provides instruction in human relations and the governing process. The center has also developed an open-ended instructional program in legal education for students in grades 3-7 entitled *Law in the Social Studies: Grades 3-7*. In addition to these two programs, many films and audiovisual materials for elementary and junior high students are available for rental through the center.

Teachers are advised to write for the center's catalogue of materials.

REFERENCES

Adelson, N.C. and Crosby, S.G. *The American Government Information Unit.* San Francisco: Far West Laboratory for Educational Research and Development, 1971.

Social Science Education Consortium. Evaluation of curricular projects, programs, and materials. *Social Education,* 1972, 36 (7).

Manpower and Economic Education

Prepared by:

Merle M. Knight

INTRODUCTION

Manpower and Economic Education is designed for junior high school students, but can also be used in grades 10-12. The course is unique because it seeks to help prepare young people for the changing world of work and for successful participation in American economic life.

The program focuses on two main areas: (a) manpower development, or improving the chances of young adults to enter the labor force; and (b) economic and manpower understanding, or teaching students how our economic system works and how human resources affect production. The course is divided into eight units, each made up of daily lessons. Students first receive a basic introduction to economics and then proceed to learn analytical tools for studying labor unions, business firms, government, and consumers. Other lessons focus on economic and non-economic dimensions of the manpower market, types of workers employed in our economy and how they feel about their jobs, and the future of employment opportunities in the American economy. Readings, charts, tables, graphs, and lesson briefs are used to teach concepts and skills.

A general teacher's guide provides instructions about the use of the course materials, but teachers must still do extensive planning to ensure active student participation.

BASIC INFORMATION

Program name:
Manpower and Economic Education: Opportunities in American Economic Life.

Format:
Self-contained course made up of daily lessons which can be grouped into units or themes. Mimeographed student text and teacher's guide.

Uniqueness:
The course is designed to prepare young people for the changing world of work and for successful participation in American economic life.

Content:
A study of economics using concepts, models, and theories to analyze changing trends in the world of work.

Suggested use:
A one-semester program in a Civics or Problems of Democracy course.

Target audience:
Most junior high students; also suitable for some senior high students.

Length of use:
One semester.

Aids for teachers:
Teacher's guide.

Availability:
Currently available.

Director/developer:
Robert L. Darcy and Phillip E. Powell/Ohio Council on Economic Education, Department of Economic Education, College of Business Administration, Ohio University, Athens, Ohio 45701 (project now terminated).

Publisher:
Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

Robert L. Darcy and Phillip E. Powell, co-directors of the program, believe that the relatively high unemployment rate for young workers suggests that we have not adequately prepared our students for the transition from school to work. The attitudes, values, and actions of many young people, as observed by teachers, school counselors, personnel department interviewers, and others, indicate that students do not understand or appreciate the nature of employment or the employment process in our society. Educators must help young people prepare themselves to bridge the school-to-work gap.

To function effectively and to make intelligent choices and decisions about economic matters, men and women must have economic understanding. Functional economic literacy is not something that is simply "picked up" over a period of years; it must be acquired through study. A student can learn the skills and gain the understanding which will help him become a more effective worker and income-earner. Thus this course is designed to give students a better understanding and appreciation of their role in society and in the economic world.

1.2 Terminal objectives.

The developers outline no terminal objectives in their materials. However, the following objectives are implied:

Cognitive (development of intellectual skills):

1. The student should acquire information about the role of work in our economic life.

2. The student should learn to analyze economic activity in our society.

3. The student should learn about the manpower market.

Affective (attitude changes):

Students should become aware of the economic and non-economic aspects of the manpower market.

1.3 Detailed objectives.

Summaries of most lessons in the teacher's guide are preceded by a statement of the "purposes" for the lesson. Sometimes the purposes are stated in terms of what the lesson will present rather than what the student will learn. These purposes are the closest the developers come to giving detailed objectives.

Examples of "purposes" are:

1. To provide the student with a perspective for viewing our changing economy and society;
2. To help students understand more clearly what institutions are, and how they fit into the resource-technology-institution framework for studying economics;
3. To help students develop a feeling of "at homeness" with the subject of economics;
4. To help students gain an appreciation of the importance of "womanpower" for our economy.

CONTENT AND MATERIALS

2.1 Content focus.

The course focuses on the study of economics, but also includes concepts from sociology, psychology, and physical science. Statistics, models, and theories are used to present studies dealing with the problems of employment and unemployment.

2.2 Content and organization of the subdivisions.

Although designed for one semester, the course can be extended over an academic year. Many of the lessons can be used to enrich and to supplement other classroom materials relating to the world of work. If the course is used as published, the first 20 lessons should be followed in sequence. Some selection and variance of sequence is possible for the remaining 55 lessons.

There are two dimensions to the *Manpower and Economic Education* course First, it is concerned with manpower development, that is, improving the capacity of young men and women to participate successfully in the labor force. This part of the program seeks to increase the employability, productivity, earnings, and work-satisfaction of men and women by helping to increase their knowledge, creativity, and motivation.

The second dimension of *Manpower and Economic Education* is economic and manpower understanding. This involves an understanding of how the economic system functions and the role of human resources in the process of production. The course is designed to do more than help students acquire the knowledge, skills, and attitudes necessary for effective participation in our economic life; it also provides an intellectual orientation--an understanding of the nature of our economic life and how man fits into the economic process.

Descriptions of the content of each unit follow.

The lessons in Unit I introduce students to some basic themes of the course. The first lesson suggests a rationale for the whole course. The next six lessons acquaint students with some of the basic terminology and analytical tools of economics. The remaining lessons present a brief insight into the world of work by examining various types of jobs and the economic and non-economic reasons for being employed.

The lessons in Unit II provide additional analytical tools for viewing the operation of our economy and examining four basic sectors: labor unions, business firms, government, and consumers.

The first three lessons in Unit III are concerned with technology and its effect on our economy, education, and way of life. The fourth lesson is a review of some of the major ideas of the preceding 23 lessons.

The nine lessons of Unit IV introduce both the economic and non-economic dimensions of the manpower market and world of work.

Unit V deals with the manpower market, discusses the number and type of workers currently employed in the American economy, and reports some of their attitudes toward their jobs. There is a mixture of economics and psychology lessons in the unit. The economics lessons contain a great deal of statistical data, while the psychology lessons for the most part are non-data oriented.

In Unit VI, the focus is on the future of employment opportunities in the American economy. The unit also provides students with educational, psychological, and sociological information and insights which should be helpful in thinking about and planning for their participation in the manpower market and world of work.

The 14 lessons in Unit VII are primarily a continuation of themes developed earlier in the course. However, certain topics (personal values, unemployment, importance of skills, and education) which were discussed only briefly earlier are given more detailed attention in this unit. These lessons are built around three particular themes: five are concerned with skills and their importance in the manpower market and economy, three consider unemployment, while the rest return to employment and the importance of education.

Unit VIII develops three themes. The first deals with the expectations of workers and employers regarding what they hope to find and what they actually do find in the manpower market and world of work. The second theme concerns the benefits, costs, and financing of education in the United States. The third theme deals with decision making and some of the factors involved in making personal and social decisions in our rapidly changing world.

2.3 Materials provided.

Student materials. The student text is a 316-page paperbound or looseleaf book which contains readings, charts, tables, graphs, illustrations, questions, and lesson briefs. The text is mimeographed on medium-weight paper.

Teacher materials. The teacher's guide is a mimeographed paperbound manual which contains general instructions about the use of the materials; an overview for each unit, objectives, explanations, questions, answers to questions, and additional information for each lesson; and an annotated bibliography.

2.4 Materials not provided.

The authors strongly recommend the acquisition of what they call a "Basic Manpower Economics Library" consisting of 26 publications (10 books, 6 government documents, 2 pamphlets, and a representative list of 8 publications from private organizations). Titles and annotation are provided.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The developers state that there are no recognized teaching strategies, instructional theory, or learning theory underlying the materials' construction. The main emphasis is on encouraging students to take part in discussing the lessons.

3.2 Typical lesson.

The lesson, "Employment by Industry: Projections for 1975," begins with a three-paragraph introduction which the student might very easily read in class. He then studies a table showing U.S. Employment of Wage and Salary Workers by Industry, 1964 and Projected 1975, and afterwards answers true-or-false questions relating to the data presented in the table. Next the student answers an essay question concerning these data.

Although students can work independently, teachers may want to conduct large-group (class) discussions, have students work in small groups, or form student panels to respond to the questions indicated.

3.3 Student testing and evaluation.

No measures are provided. Because the developers emphasize class discussion, evaluation should probably take into consideration the student's performance in class.

3.4 Out-of-class preparation.

Teacher. Although some procedural suggestions are given, the teacher must do extensive preparation to achieve student participation. The teacher's guide provides suggested answers to the discussion questions contained in the student text, as well as suggested background reading.

Student. Homework assignments consist of short readings or case studies, followed by two or three questions to be answered. However, because of the brevity of the readings and case studies, a teacher may choose to give no homework assignments and have students do all the work in the assigned class period.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special requirements and standard classroom equipment can be used. Storage space is needed for the 26 supplementary publications.

4.2 Student prerequisites.

The course is suitable for most junior high school students. Some of the lessons are more difficult than others and may be appropriate for use with more mature students and adults.

4.3 Teacher prerequisites and training.

A minimum of a B.A. degree with a social science background including a basic knowledge of economics seems desirable, but specific requirements are not stated by the developers. The course will be successful depending upon how well the teacher organizes the materials for study, stimulates discussions, and can meet the special needs of his students.

4.5 Cost of materials and equipment.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Student Text	1 per student	Joint Council on Economic Education	$ 3.50	Reusable
Teacher's Guide	1 per teacher	Joint Council on Economic Education	1.50	Reusable

4.6 Community relations.

The community might very readily support the program if it achieves the developers' expectations of improving the preparation of young people for effective participation in the changing economy.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers recognize that society and the economy are changing rapidly. Increasingly rapid changes will create both problems and opportunities for Americans in the 1970s and beyond. The course attempts to bridge the gap between education and work by helping students develop an understanding of the economic process and the role of work in their lives.

5.2 Program development.

Work began on the project July 1, 1966. During the first six months, the staff surveyed the literature in manpower economics; in the next six months (January through June 1967), they continued their research and held meetings with consultants in education, guidance, manpower economics, and related fields in order to define the specific content of the course. Between July 1 and December 31, 1967, the instructional materials were written and mimeographed. Pretests of understanding and attitude were administered to experimental and control groups in three school systems selected for field testing the course.

In January 1968, field testing of the experimental course was completed and posttests of understanding and attitude were again administered to experimental and control groups in all three participating school systems. Following the field testing, a revised experimental edition of the instructional materials was made available through the Joint Council on Economic Education.

5.3 Developer's evaluation.

The course was evaluated by using pre- and posttests with eighth-, ninth-, and tenth-grade Ohio students to measure its effect on student understanding, attitudes, and behavior. Two testing instruments, developed by the project staff, were used: "Manpower Economics: Test of Understanding" and "Survey of Manpower and Economic Attitudes."

5.4 Results of evaluation.

The posttest scores of eighth-graders in the instructional and control groups showed higher gains in economic understanding for the instructional group. The instructional group was also observed to have made more attitudinal changes. Additional evaluative information can be found in the final report of the project. Subsequent analyses of the data show that the total sample of

Ohio students who studied the experimental course made significant changes in attitudes toward and understanding of economics.

5.5 Independent analysis of the program.

Manpower and Economic Education was reviewed by the Social Science Education Consortium, Boulder, Colorado, in the November 1972 issue of *Social Education*. In addition to describing the program, the reviewer made these observations:

> The lack of explicit teaching strategies is probably a drawback in terms of the general thrust of the new social studies. However, a creative and hardworking teacher can employ a variety of exciting teaching strategies using the content provided. . . . The success of the course will depend on how well the teacher organizes the materials for study, stimulates discussions, and meets the special needs of his students. . . . In view of a current national emphasis on career education, *Manpower and Economic Education* is a promising package of curriculum materials which can help to bridge the gap between vocational training and social understanding. Some of the information contained in the materials needs updating. Choice, flexibility, variety, and active student involvement will depend, in large measure, on the teacher [SSEC, p. 761].

5.6 Project funding.

The development of the instructional materials was funded by the U.S. Office of Education under the Vocational Education Act of 1963.

5.7 Project staff.

The directors of the project were Dr. Robert L. Darcy, now Professor of Economics at Colorado State University, and Phillip E. Powell, now Director of the Center for Economic Education at Henderson State College.

REFERENCES

Social Science Education Consortium (SSEC). Evaluation of curricular projects, programs, and materials. *Social Education*, 1972, 36 (7).

A New History of the United States
(Holt Social Studies Curriculum, HSSC)

Prepared by:

Vicki Ertle

INTRODUCTION

A New History of the United States is the fifth course in the Holt Social Studies Curriculum (HSSC), a four-year high school sequence for average and above-average students. *A New History of the United States* is designed primarily as a two-semester course for eleventh-grade students, but, because the text can be purchased in two volumes, one volume could be used for a one-semester course. The course may be used with or independently of the other courses in the HSSC sequence.

The course centers on four major themes--the development of the American economic system, the growth of the American political system, the changing American social structure, and how these developments affected the American intellectual tradition. After an introduction to the historian's manner of inquiry, where students learn how to classify information, inquire into the past, use and formulate hypotheses, and decide what is fact, they use source materials, records, filmstrips, and selected readings to learn the scientific proof process and social science concepts.

Beginning with the first emigration of Europeans to America and ending with a discussion of equal opportunity in a democratic society, the main goal of the course is to develop independent thinkers and responsible citizens. By stressing inquiry skills, the developers hope students will learn to rely on proven facts rather than on emotion and prejudice when making decisions about the past and the future.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *A New History of the United States*

Format:
One hardcover student text and an audiovisual kit containing records, filmstrips, overhead projection transparencies, masters for classroom handouts, and picture cards. Student text and audiovisual kit are also available in two separate volumes for single semester courses.

Uniqueness:
Utilizing many source materials, the course emphasizes inquiry skills and value clarification.

Content:
Four major themes are developed: the development of the American economic system, the growth of the American political system, the changing American social structure, and how these developments affected the American intellectual tradition.

Suggested use:
A full-year course for American history classes. The materials may be used for two one-semester courses if desired. The course may be used separately or as part of the Holt Social Studies Curriculum for grades 9-12.

Target audience:
Average and above-average students in grade 11.

Length of use:
One year or one semester.

Aids for teachers:
Detailed teacher's guide, containing suggested lesson plans for each chapter; supplementary reading lists; test booklets; and resource materials.

Availability:
All materials available from publisher.

Developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The primary goal of the Holt Social Studies Curriculum (HSSC) is "to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society"[Fenton, 1967, p. 3]. The developers contend that their curriculum is likely to encourage the following attitudes in the "independent thinker and responsible citizen": active participation in the political process, willingness to listen to all sides of an argument in order to make up his mind according to a scientific proof process rather than depend on emotion or authority, and the desire to continue learning after leaving the classroom [Fenton and Good, 1967, p.25].

1.2 Terminal objectives.

The developers specify certain skills and attitudes that students should achieve by the time they complete the course. These objectives are divided into four major groups: inquiry skills, attitudes, values, and knowledge.

Inquiry skills. Stating that a "good citizen" must have the skills necessary to separate truth from falsehood, the developers identified a method of inquiry for the social sciences which included these steps:

> recognizing a problem from data;
> formulating hypotheses;
> recognizing the logical implications of hypotheses;
> analyzing, evaluating, and interpreting the data;
> and evaluating the hypotheses in light of the data
> [Judd, 1969, pp. 10-11].

Attitudes. The developers expect that exposure to their courses will encourage students to want to participate actively in public life, to hear all sides of a debate, and to make up their minds about issues through "reasoned investigation" rather than relying on authority or prejudice.

Values. The course is designed to present controversial issues that challenge the values of the student and prompt him to clarify his values in light of evidence. The developers caution teachers that the goal is clarification, not consensus, and state, "If a student emerges from the curriculum with the same values he held at the beginning of his study, he still will have learned how to support his values intelligently"[Judd, 1969, p. 11].

Knowledge. Knowledge objectives are defined in four content areas: (a) the social sciences, such as leadership, economic growth, ideology, and social class; (b) the interests and needs of modern American students; (c) present and past societies; and (d) the cultural life of a democracy.

1.3 Detailed objectives.

Knowledge and inquiry objectives are stated for each reading (or lesson) in *A New History of the United States*. For example, the following objectives are listed in the teacher's guide for reading 104, "From Isolation to Total War," part of Chapter 26, "Years of Peace and War, 1921-1945":

Knowledge: To know that the United States moved from a policy of limited involvement in world affairs in the 1920's, to isolationism in the 1930's, and to total war in the 1940's.

Inquiry: Given a historical essay on American foreign policy between 1921 and 1945, to be able to state the major trends in that policy.

CONTENT AND MATERIALS

2.1 Content focus.

A New History of the United States is a study centering on four major themes: the development of the American economic system, the growth of the American political system, the changing American social structure, and the reflection of these developments and changes in the American intellectual tradition.

2.2 Content and organization of the subdivisions.

As in *The Shaping of Western Society* (the tenth-grade Holt course), *A New History of the United States* opens with a short introductory chapter on the study of history. Here the student concentrates on a few key issues to learn the historian's way: What does a historian accept as fact? What determines how he classifies facts into groups of related events? How does he develop and validate hypotheses? etc. After this exercise, the course is broken down into chapters; Chapters 1-15 comprise the first semester of the course, Chapters 16-30 form the second.

Each of the first twenty-nine chapters contain four readings. Each of the first three readings usually contains at least one piece of source material taken from newspapers, magazines, books, government documents, or other publications. Each reading is preceded by a short introduction with study questions pointing out key issues raised in the material. In all but one (Chapter 5), the last reading in each chapter is a historical essay summarizing the subject under discussion and providing chronological order to it. The last chapter of the course, Chapter 30, is a final summary essay only. Maps and time lines accompany most chapters.

The first semester of *A New History of the United States* begins with the migration of Europeans to America and ends with the aftermath of the Civil War. Through readings on the Pilgrims and from excerpts from *The Records of the Governor and Company of Massachusetts Bay,* students learn how early Americans established governments. Chapter 2, "The Growth of English America, 1607-1700," requires students to use HSSC's analytical concepts for analyzing social structure, political systems, and economic systems. Here, students divide into groups and apply questions such as "How are classes arranged in the social structure?" and "In what leaders and institutions does decision-making power reside?" to the early colonies.

Other chapters trace the causes of the American Revolution, the birth of constitutional government, the emergence of a national economy, and the growth of a national spirit. Some of these chapters offer student handouts that present value-laden controversies such as "Freedom of Press: What Should the Limits Be?" and "Civil Disobedience: Can We Justify Breaking the Law?". In these exercies students debate the issue and then the teacher introduces analogous cases chosen to encourage the students to either justify or reject their decisions. Another chapter, "Democratizing American Society," emphasizes formulating hypotheses and the use of data to test those hypotheses. In this lesson students are given various types of source material, such as excerpts from citizens and bars and graphs, to work with as they devise their theories.

The remaining chapters deal with the events leading up to the Civil War, the debates over slavery, the secession crisis and war itself, reconstruction, and the attempts to rebuild the economy.

The second semester of the course begins with a study of the American farm and how it changed from 1820 to 1929. Students view a filmstrip on agriculture's technical revolution and learn how the farmer's discontent helped the newly formed Populist cause. From here students examine the relationship between whites and blacks in the South, reading excerpts from Lewis H. Blair who believed the suppression of blacks was the primary reason for southern poverty, Booker T. Washington who urged blacks to adopt a conciliatory attitude towards whites, and from W.E.B. Du Bois who urged blacks to insist on equal opportunities and to end all forms of discrimination.

After studying the new immigrants to the United States and exploring such things as how demographic patterns developed as a result of immigration into New York City, students investigate western settlement, the progressives of the late nineteenth century, and the politics of Cleveland, Roosevelt, and Wilson. In Chapter 23, "The United States Becomes a World Power, 1889-1920," the annexation of Hawaii and the Philippines is discussed and a value clarification handout, "Freedom of Speech: What Should the Limits Be?" examines Charles Schenck's right to speak against the draft in 1917.

Excerpts from Robert and Helen Lynd's *Middletown,* a study of contemporary life in America during the twenties, demonstrate how technological and social changes contributed to changes in American family life. From the twenties, students investigate the depression, national and international policy from 1921-1969, and study America at home from 1945-1968. In this last study, two views of American society in the 50's are presented--one from *U.S. News and World Report* reflecting the optimism of the times and one from John Kenneth

Galbraith's book, *The Affluent Society*, showing a more critical tone. After these readings, students are shown transparencies charting income distribution levels for the United States and the extent of poverty.

Chapter 29 is a study of equal opportunity in the United States, presenting readings from Du Bois and Marcus Garvey in addition to excerpts from Eisenhower's radio message to the nation explaining his intervention in Little Rock, Arkansas, in the fall of 1957 when Central High School was under orders to integrate. Students also read excerpts where Martin Luther King and Stokely Carmichael explain their philosophies and the new black militancy. Students hypothesize about the meaning and implications of black militancy.

The last chapter, "The Present and the Future," is a discussion of how the growth of population, knowledge, cities, and technology have changed and troubled the twentieth century. President Johnson's legislation is covered in addition to Vietnam, black revolt, and student protests.

A pace of four readings per week is suggested; on the fifth day the developers suggest that teachers give tests, assign supplementary readings, show commercial films relating to the topic under study, study current events, or do anything else that reflects the needs and interests of the class.

2.3 Materials provided.

Student materials. The student text, *A New History of the United States: An Inquiry Approach*, is a hardcover text containing 122 readings in 784 pages. The text is also available in two volumes, both hardcover. Volume I (Chapters 1-15) is 384 pages and Volume II (Chapters 16-30) is 400 pages. Each series of readings consists of an introduction, three or four study questions, and at least one piece of source material. Each chapter also contains lists of supplementary readings. The developers also suggest additional books as supplementary reading for students; Holt lists these books alphabetically by publisher to facilitate ordering.

Student tests are provided for each chapter. These tests alternate between multiple-choice and essay questions.

Teacher materials. The teacher's guide contains a lesson plan for each of the 122 readings in the student text. Each plan contains a list of the knowledge and inquiry objectives and the materials to be used for that lesson. Suggestions for discussion questions, instructions for using the audiovisual materials, and possible student responses are also provided. The guide contains an answer key to the student tests and the texts of class handouts, recordings, and transparencies.

A supplementary reading list is also provided. In addition to volumes and pamphlets on American history usable by teachers and students, this list includes the following resource materials for teachers: *Teaching the New Social Studies in Secondary Schools: An Inductive Approach* and *The New Social Studies*. These books are authored by Dr. Fenton and are available from Holt, Rinehart and Winston, Inc.

An audiovisual kit, designed to supplement the readings, is also provided for the teacher. These kits contain phonograph records, filmstrips, transparencies for overhead projectors, spirit masters for class handouts, and picture cards. Ten additional masters containing a case study designed for value clarification are also included in this kit. Instructions for their use appear in the teacher's guide.

Also available from the publisher are series of teacher-training films. One series, "The Historian's Method of Inquiry," demonstrates how historians classify information, prove a hypothesis, decide what is fact, ask questions, and deal with mind set. The second series, "The Uses of Media for Teaching Inquiry in the Secondary Social Studies," shows social studies teachers how to use transparencies, picture cards, simulation games, data banks, recordings, and filmstrips.

2.4 Materials not provided.

All Necessary materials are provided except the supplementary readings for students. A list of publishers of these readings is provided with HSSC materials.

CLASSROOM ACTIVITIES

3.1 Teaching-learning strategy.

The predominant teaching strategy is a discovery-oriented but teacher-controlled technique the developers call "directed discussion." In directed discussion, teachers use questioning to lead students through data toward generalizations. Questions such as, "What are some logical implications of your hypothesis?" "What data did you select from each excerpt that bears on the hypothesis?" and "Do you see any conflicts or contradictions in the data?" continually challenge students to validate their claims and to use the steps in a proof process.

In using directed discussion, teachers utilize the study questions for the readings, the suggested questions in the lesson plans, and their own questions to prompt students toward the knowledge and inquiry objectives of the course.

Other strategies include recitation to check on homework assignments, independent research papers, and discovery exercises where students work either alone or in groups to interpret material without teacher assistance.

3.2 Typical lesson.

The directed discussion strategy discussed above is used in most lessons. By giving students cues in the form of questions, teachers assist students in forming hypotheses, testing their generalizations, and using a scientific proof process so they can justify their values in an intelligent manner.

The lesson described below is typical of this learning strategy. It is for reading 65 from Chapter 17, "Negroes and Whites in the Southern States."

One of the knowledge objectives for the lesson is to know that Lewis Blair, a member of a prominent Virginia political family, believed the suppression of blacks was the chief reason for southern poverty. An inquiry objective for the lesson is "given a filmstrip on the southern economy, 1880-1920, to be able to make a hypothesis about the economic development of the South."

To prepare for the lesson, the students have read excerpts from Lewis H. Blair's *The Prosperity of the South Dependent upon the Negro*, written in 1889. Blair urged the elevation of blacks on grounds that it was in the self-interest of southern whites. He saw the primary causes of poverty in the South as being ignorance, general disregard of human life, and the degradation of blacks, the South's "principal source of labor and principal source for prosperity"[Bartlett, Fenton, Fowler, and Mandelbaum, 1969, p. 416].

In class, students view a filmstrip, "Economic Conditions in the South, 1880-1920." In twenty-one frames, they see shots ranging from a Kentucky tobacco farm and a sharecropper in South Carolina to steel mills in Alabama and a primitive sugar-refining plant in Louisiana. The discussion of each frame concerns how prosperous the southern economy was, and students are asked to develop their own hypotheses on the subject. Students use the last two frames, maps indicating per capita income in the South, to confirm or revise their earlier hypotheses.

The lesson is carried further by directed discussion. Asking "What did Lewis Blair think were the causes of southern poverty?" and "What remedy did Blair propose?" the teacher encourages students to recall what they have read and discuss Blair's belief that the human resources of the South accounted for the poverty of the region. In discussing Blair's remedy of elevating the status of blacks, the teacher asks, "What obstacles to his proposal did Blair foresee?" and "How did he think such obstacles could be overcome?" to cue students to discuss the factors of improving education and changing the attitudes of southern citizens.

To conclude the lesson, students hypothesize about whether the elevation of blacks would have promoted economic development of the South, taking into consideration natural and capital resources, the innovative character of businessmen and workers, and educational opportunities available to the people.

In the classroom, the teacher's role consists of three parts: (a) reading the lesson plan and preparing in advance for the activities; (b) leading the discussion in the class; and (c) evaluating how well the students have mastered the materials and the objectives of the lesson. Additional activities include helping students secure supplementary readings, suggesting research papers, preparing for individual conferences, and so forth.

The student's role varies somewhat with each lesson, but for the most part consists of reading, group discussion, debate, writing hypotheses, and recitation.

3.3 Evaluation of students.

The publisher provides multiple-choice and essay tests for each chapter in the course. The developers recommend that teachers also consider classroom response and participation when evaluating student progress.

3.4 Out-of-class preparation.

Teacher. Before class, the teacher should review the lesson plan for that day, read the student materials, and secure any needed audiovisual equipment. The developers also recommend that teachers familiarize themselves with the discussion questions so that they are not forced to read them from the teacher's guide during class discussion.

Student. Students usually complete one reading per night and prepare for class discussion by answering the study questions preceding each reading. Independent reading and/or research papers may also be assigned.

IMPLEMENTATION: REQUIREMENTS AND COST

4.1 School facilities and arrangements.

A duplicating machine, filmstrip projector, overhead projector, screen, and phonograph are the only special equipment needed. Moveable furniture would be an asset for small-group work.

4.2 Student prerequisites.

A New History of the United States and the other HSSC courses were adapted for typical students from the Carnegie Social Studies Curriculum for Able (above-average) Students. Neither the developers nor the publisher have defined their interpretation of the term "typical." An independent analysis of the original Carnegie version of the course by the members of the University of Colorado's Experienced Teacher Fellowship Program, in cooperation with the Social Science Education Consortium in Boulder, concluded that the materials should be used with the top 25% of high school students and that a working knowledge of Fenton's inquiry method is desirable [Bowman, Charpentier, and Doucette, 1969, pp. 7-8]. Knowledge of this inquiry method presupposes that students will have had the HSSC courses designed for grades 9 and 10.

4.3 Teacher prerequisites and training.

The developers state that no formal requirements are necessary to teach the course. The Colorado analysts, examining a pre-publication version of the course, felt that a background in American History, familiarity with Fenton's mode of inquiry, creativity, and flexibility would help in successful implementation of the course [Bowman, *et al.*, 1969, pp. 8-9].

Anticipating the teacher's needs, the developers provide resource books, films, and the detailed teacher's guide. No inservice training program has been developed for the course, but consultant services in such areas as teacher preparation, course development, and curriculum analysis are available both from the developer and the publisher.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students				
Text	1 per student	Holt	Single Volume $ 6.06[a]	reusable
Teachers				
Teacher's guide	1 per teacher	Holt	$ 3.06	reusable
Test booklet	1 per teacher	Holt	$ .75	reusable
Audiovisual Kit	1 per teacher/school	Holt	$148.50[b]	reusable

[a] Purchased separately, Volumes I and II of the text cost $3.66 each.
[b] Purchased separately, Parts I and II of the audiovisual kit cost $82.50 each.

Recommended Supplementary Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Resource Books:				
Teaching the New Social Studies in Secondary Schools	1 per teacher or school	Holt	$ 8.80	reusable
The New Social Studies	1 per teacher or school	Holt	$ 3.08	reusable
Teacher-training films:				
"The Historian's Method of Inquiry" (5 films)	1 set per school or district	Holt	$ 90.00 $475.00	rental sale [c]
"The Uses of Media for Teaching Inquiry"	1 set per school or district	Holt	$162.00 $870.00	rental sale [d]

[c] Per film costs: $19.00 rental; $100.00 sale
[d] Per film costs: $28.00 rental; $150.00 sale

4.5 Community relations.

Introducing this program is probably no more difficult than introducing any new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the Holt Social Studies Curriculum believe that traditional social studies curricula do not meet the needs of contemporary students because they concentrate on a lecture approach, requiring students to assimilate volumes of facts and generalizations. They believe that there has been little attempt to teach students how to use what knowledge they gain because much curriculum development has been at a local level where teachers are usually content oriented and not overly concerned with process.

Because of the current knowledge explosion, the developers concentrate on inquiry skills so that students can organize the quantities of information produced each day. They believe that such a method will enable students to continue their learning after school and be better prepared for the world of tomorrow.

The project utilized contemporary research on the social studies and drew on the theories of scholars such as Jerome Bruner, Benjamin Bloom, Robert Mager, Donald Oliver, and James Shaver.

5.2 Program development.

HSSC is based on an experimental four-year high school curriculum for Able (above-average) Students, originally developed at Carnegie-Mellon University. This curriculum was revised for use by typical students, before commercial publication, through a contract with the original project staff and Holt, Rinehart and Winston, Inc.

The project staff designed their courses in a similar manner. Ideally all courses were to follow the same steps: designing and writing of materials by project staff, initial classroom trials to gather student and teacher feedback on the effectiveness of the materials and the audiovisual components, a second classroom trial, and then final revision. The project staff had hoped that the courses could be used with experimental and control groups in a four-year setting so that the same students would be exposed to all six courses. Time and budget constraints prevented this, but each course underwent a trial of some sort. The staff taught their own courses in the trials, recorded students comments, and observed student responses to the materials.

Before commercial publication, the courses were simplified in terms of vocabulary and phraseology. Some materials were replaced to make the courses more applicable to average students.

5.3 Developer's evaluation.

The current revised edition of HSSC has not been evaluated. What will be discussed in this section is evaluative work done on the original Carnegie Curriculum for Able Students, the forerunner of the present curriculum.

After experimenting for two years with standardized tests on the materials designed for grades 9 and 10, the project staff abandoned such testing and devised their own instrument to assess student achievement. This was done because the standardized tests did not show significant gains for the experimental groups and teachers felt strongly that their students were learning skills the existing standardized tests did not measure.

The Carnegie staff therefore designed the Carnegie Test of Social Studies Inquiry Skills (CTSSIS) to assess those objectives unique to their courses. The developer pointed out that, since the test was based on their own curriculum objectives, questions about national norms and reliability were justified.

The CTSSIS was administered to 190 students who had completed three years of either the experimental curriculum or a traditional version. In the test groups, 112 were in the experimental group and 78 were in the control. Their mean Otis I.Q.'s were 125 and 126, respectively.

5.4 Results of the evaluation.

On the specially prepared CTSSIS test, students in the experimental groups scored somewhat higher than students in the control groups. The developers attribute this to the curriculum's emphasis on inquiry skills.

This emphasis on inquiry skills was also mentioned as a strength of the curriculum by students themselves. The developers gave a subjective questionnaire to students in the experimental groups; many students stated that they felt the emphasis on inquiry skills was the major strength of the curriculum [Fenton and Good, 1967].

5.5 Independent analyses of the program.

Two independent reviews have been conducted. One, done in February, 1969, was by three teachers in cooperation with the Social Science Education Consortium in Boulder, Colorado. These teachers taught the first experimental version of *A New History of the United States* (at that time called The American Experience) to middle-class students in Broomfield, Colorado. The materials the Colorado analysts used were different in many ways from the published versions; they did not have the audiovisual kit or student tests, and the student readings required came from approximately fifteen books and pamphlets teachers had to secure. Because many new readings and materials were added to the published version, the Colorado analysis will not be described in detail.

The comments included in the student and teacher prerequisites section of this report (sections 4.2 and 4.3) were included because they are general enough to apply to the published version. In addition to the teacher and student capabilities mentioned, the Colorado teachers also mentioned the monotony of the directed discussion teaching strategy, a strategy predominant in the present version [Bowman, *et al.*, 1969].

A second review of HSSC was done by Norris M. Sanders and Marlin L. Tanck and published in the April 1970 issue of *Social Education*. Their main criticism was a lack of variety in instructional strategies and the fear that "modified discovery through directed discussion could become just as boring as too much exposition"[Sanders and Tanck, 1970, p. 401].

Sanders and Tanck recommend two types of uses for the Holt materials:

1. Use some or all of the courses with able students, adding a variety of instructional patterns· and
2. Select part of the materials for specific goals, such as teaching inquiry skills and value identification, or as enrichment materials [Sanders and Tanck, 1970, p. 401].

5.6 Project funding.

The Carnegie Social Studies Project, the forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U.S. Office of Education.

5.7 Project staff.

Project supervisors were John R. Coleman and Erwin Steinberg. Authors were Irving Bartlett, Edwin Fenton, David Fowler, and Seymour Mandelbaum. Co-directors included Edwin Fenton, John Soboslay, Howard Mehlinger, and John M. Good. Audiovisual director was Mitchell P. Lichtenberg and project evaluator was Alfred Hall. Consultants from various academic disciplines and the Pittsburgh Public Schools are too numerous to mention.

5.8 Present status.

At present (1973), Dr. Fenton and staff have contracted with Holt to revise the current materials and write the second edition of HSSC. The anticipated changes in the second edition are summarized in Dr. Fenton's *A Rationale for the Second Edition of the Holt Social Studies Curriculum* available from Holt, Rinehart and Winston, Inc. Five basic changes from the first edition are projected: (a) redesigning all textbooks to include both black-and-white and color photographs; (b) lowering of reading levels where they exceeded grade-level standards; (c) a new testing program including objective and essay tests, as well as a test designed to measure attitudes; (d) individual and group activity kits for each course designed to individualize the program and to stimulate creative abilities; and (e) revisions to reflect the latest knowledge about both the content and pedagogy of social studies [Fenton, 1971, p. 1.]

The first HSSC course in the second edition, *Comparative Political Systems*, was published early in 1973. The next three courses in the series will be available in September 1973, with the remainder being published in September 1974.

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Patterns in Human History

Prepared by:

Vicki Ertle

INTRODUCTION

Patterns in Human History is, as its name implies, a study of historical "patterns." The program attempts to show patterns in how societies change, patterns in man's adaptation to his environment, patterns in how societies hold together, and patterns in the distribution of power and wealth in cultures.

The course, designed for high school students, is divided into four parts: "Studying Societies," "Origins of Humanness," "The Emergence of Complex Societies," and "Modernization and Traditional Societies." Each part includes filmstrips, records, artifacts, worksheets, and facsimiles of documents used by field anthropologists. The developers provide "guided inquiry" teaching strategies, in which students process information and the teacher acts as guide, not as lecturer. The developers also furnish detailed "teaching plans" that specify objectives, suggest teaching procedures, and provide background information for the teacher.

BASIC INFORMATION

Program name: Anthropology Curriculum Study Project: *Patterns in Human History*

Format: Four units containing multi-media student materials. All materials except student readings are packaged in "kits," one for each unit. Readings booklets must be purchased separately for each student.

Uniqueness: The materials reflect a "guided inquiry" approach to learning in which students, rather than teachers, process data. Information is presented to students in forms other than conventional expository chapters.

Content: A study of man from an anthropological perspective. The materials trace the origins of man to the present and explore various "patterns" in the growth of societies.

Suggested use: Each unit is designed to take approximately 3-4 weeks. The entire program is designed to be a one-semester portion of a world history course.

Target audience: High school students in grades 9-12.

Aids for teachers: Each unit is accompanied by an extensive "teaching plan" that lists student objectives for each lesson, suggests teaching procedures, lists the materials necessary to teach each lesson, and suggests homework assignments.

Availability: All materials are available from the publisher.

Director/developer: Malcolm Collier, Director/Anthropology Curriculum Study Project, University of Chicago, Chicago, Illinois (Project terminated).

Publisher: The Macmillan Company, School Division, 866 Third Avenue, New York, New York 10022.

GOALS AND OBJECTIVES

Patterns in Human History seeks to accomplish goals that are specified on two levels of generality. "Terminal objectives" should be achieved by the end of the program. "Detailed objectives" move the student gradually toward the realization of terminal objectives; they apply only to individual lessons.

1.1 Terminal objectives.

The developers consider the course to be successful when:

average high school students, freshmen through seniors, comprehend important anthropological ideas.

students sense their own growth in understanding important ideas.

students achieve a realistic understanding of the nature of scientific inquiry.

students have a sense of comfort that human history bears on "what they should know" [Collier, 1972, p. 7].

1.2 Detailed objectives.

Educational objectives are specified for each lesson. These objectives state in semi-behavioral form the expected outcomes of the student exercises. The following objectives, typical of the entire program, are taken from Part Two:

1. Students should recognize several characteristics of human language that seem to make it unique among all forms of animal communication.
2. Students should be able to speculate about the place of language and the place of the meaning-process in human evolution.

CONTENT AND MATERIALS

2.1 Content focus.

Patterns in Human History is a study of man from an anthropological perspective. Students explore man from his origins to the present. "Studying Societies," Part One of the course, provides students with conceptual tools for observing and recognizing patterns in human behavior. In Part Two, "Origins of Humanness," students examine artifacts to gain insights into man's social and biological characteristics. "The Emergence of Complex Societies," Part Three, examines the implications of food production on the development of social organizations while also exploring topics such as the evolution of law and the significance of religion in modern life. The last Part, "Modernization and Traditional Societies," explores the transformation of traditional societies into modern, industrial nations.

2.2 Content and organization of the subdivisions.

Part One of the course, "Studying Societies," introduces students to anthropological methods of analyzing patterns in human behavior. In their examination of two groups of hunter-gatherers--the Bushmen of the Kalahari Desert and the Mbuti Pygmy of the Congo rain forest--students use the kinds of data available to field anthropologists. Students read records of interviews with the Mbuti and facsimiles of direct observation reports. In another exercise, students examine the extent to which status and role structure human activities in their own environment. Using student worksheets duplicated from masters, they also analyze how human societies are alike and different and how these differences and similarities originate.

"Origins of Humanness" challenges students to deal with basic questions about themselves: "Who Are You?" and "What Are You Like?" In several "lab problems" students derive abstract generalizations from furnished evidence. Using materials that range from readings and wall charts to casts of pebble tools and handaxes, they trace some two million years of "human" existence to arrive at a notion of what constitutes humannness.

In "The Emergence of Complex Societies" students trace the impact of food production on the development of new types of social organizations. They examine the emergence of tribal societies from hunter-gatherer societies by analyzing selected sites, such as Jarmo in Southwest Asia, Sumer, the Iroquois, the Hopi, and the Kwakiutl. All case studies employ records, filmstrips, casts of artifacts, maps, and student readings.

In "Modernization and Traditional Societies," students are introduced to peasant life through a study of Hasanabad, a peasant village in Iran. They view a filmstrip, listen to a recording, and read a series of anecdotes depicting the adaptations of peasants to their life situations. In other lessons, they examine the community of Vicos in the Peruvian highlands, which is presented as an example of planned modernization. Through filmstrips and recordings, students explore the practical problems involved in social change.

The four Parts of *Patterns of Human History* may be studied in any sequence. Thorough use of each Part should consume at least three or four weeks; teachers may omit whole Parts or sections of Parts and retain coherence in the course.

2.3 Materials provided.

Student materials. Student materials include readings, overhead transparencies, site maps, evidence cards, wall charts, facsimiles of documents, casts of artifacts, filmstrips, and records. All of these materials, with the exception of the readings, are packaged into four teaching kits that can be purchased separately. Student Readings books are ordered singly for each student.

Teacher materials. Included in each kit is a "Teaching Plan" that contains an overview of the course and detailed instructions for each lesson. Materials and equipment necessary for each lesson are listed, student learning objectives specified, and teaching procedures suggested.

2.4 Materials not provided.

All materials needed to implement the course are provided by the publisher. Written tests are not included. The developers recommend that teachers grade students on the basis of performance on the student exercises.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The instructional strategy recommended for most lessons in *Patterns in Human History* is what the developers call "guided inquiry." Practically every topic and problem in the program begins with the introduction of data in some form other than a written narrative; maps, records, filmstrips, and facsimiles of other documents are most often used. From these students are asked to make inferences and hypotheses. Student readings follow, along with class discussions in which students test their predictions or make new ones in light of new evidence. Guidance is provided by the teacher. Throughout class discussion teachers help students process data by asking questions about overlooked evidence and by maintaining the focus of discussion. The developers emphasize that in many cases there is no "right" answer and that therefore lessons should be open-ended in that unanticipated answers should be expected and encouraged. In all cases the students process and interpret the information.

3.2 Typical lesson.

As stated above, most lessons begin with students examining some piece of data, usually in a non-written form. Then, depending on the length and scope of the lesson, students view additional data, read from their Readings book, and participate in class discussions. The lesson outlined below, taken from Part One, "Studying Societies," is fairly typical of the course.

The lesson is fourth in a series of five lessons on status and role. In preceding lessons students learn definitions of role and status and complete exercises with examples of status and rank. The fourth lesson aims to give students practice at recognizing status in photographs and documents. A learning objective for this lesson states: "Students should be able to give examples showing that statuses are human creations and that new statuses appear and old ones disappear"[Anthropology Curriculum Study Project, 1971, p. 25].

To begin the lesson students are handed worksheets depicting a news photograph that is also projected as an overhead transparency. The photograph shows several people participating in a boycott in Mississippi. Students are instructed to identify the role and status of each individual in the picture. They next describe what they think is happening in the picture. When students are told the actual statuses of individuals in the photograph, they discover that the picture alone does not provide enough evidence for accurate interpretation, and that one man's status (a policeman's) has been created because of the boycott. The teacher then guides a discussion about the creation of new statuses. By asking students "why" the new position was created, "by whom," and "for what reason," the teacher demonstrates how statuses are created. Other statuses created in recent years are discussed (e.g. astronaut. hippie), and students are invited to ask their parents about statuses of earlier origins.

The last part of the lesson involves identifying statuses in everyday contexts. Students are handed worksheets containing a portion of the federal income tax form and a newspaper story titled "Debate Prof Firing." Using these worksheets, students circle statuses they find. For example, on the tax form they may circle "65 or over," "blind," or "dependent." In working with the newspaper article students must identify which status of the professor's many statuses are being reflected at any point in the report (e.g.,when he pickets for academic freedom). Students then discuss the rights and obligations associated with each of the professor's statuses to learn how one individual can bear several sets of rights and responsibilities, depending on his status. This discussion concludes the lesson.

3.3 Evaluation of students.

No written tests are included in the course materials. Developers recommend that teachers grade students on the basis of in-class exercises and homework assignments. They state, "We urge teachers strongly against using . . . tests dependent on memory as a basis for grading"[Collier, 1972, p. 9].

3.4 Out-of-class preparation.

Teacher. Teachers are expected to be familiar with the content of the student reading selections, the student exercises discussed in class, and any other material presented to the class. Teachers should review the teaching plans for each lesson prior to instruction.

Student. Homework assignments are suggested for some lessons. These assignments usually consist of readings or completion of activities begun in class.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

An overhead projector, filmstrip projector, screen, record player, and duplicating machine are required. Moveable furniture would help to create an informal atmosphere for discussions.

4.2 Student prerequisites.

The developers state no special student prerequisites other than the grades 9-12 recommendation. Because the data are presented in many media, it is expected that the course may be used with students of all reading abilities.

4.3 Teacher prerequisites and training.

No teacher prerequistes are stated. Training is not provided because:

> Over 90 percent of the cooperating teachers who tested experimental versions of the course materials had no previous training in anthropology; but they were as effective as teachers who had had such training. The only requirement: the teacher must make full use of the teaching plan rather than routinely follow the suggested procedures [Anthropology Curriculum Study Project, 1971, p. 2].

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students				
4 Books of Readings	1 per student	Macmillan	$ .68-1.05	Reusable
Teachers				
4 Materials Kits	1 per class/ school	Macmillan	$25.65-60.00*	Reusable
Additional Teaching Plan Booklets		Macmillan	$ .96-1.35	Reusable

*A sample set containing examples from each kit is available on loan basis from Macmillan.

4.5 Community relations.

The developers expect that introducing *Patterns in Human History* will be no different than introducing any new program in the schools.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The Anthropology Curriculum Study Project (ACSP) was funded in 1962 to "explore the potentialities of anthropology for the high school curriculum" [Collier, 1972, p. 6]. The Project was justified on the grounds that young people need to understand that human beings live and grow in societies with cultural patterns that seem sensible and consistent to the people in those societies. The originators of the Project hypothesized that when students learn to view their own culture in relation to other cultures a better understanding of all human beings would be the result.

Working with fellow anthropologists, consultants, and teachers, the ACSP staff decided that the best way to bring about such a result among high school students would be to blend anthropology with history. Emphasis was placed on inquiry teaching strategies because the developers believed that the most interesting knowledge anthropologists have to offer can be "discovered" by students in classroom investigations. Student activities were prepared that require the use of fossils, artifacts, direct observations, and ethnographic descriptions.

5.2 Program development.

The initial task of the ACSP in 1962 was to fit anthropological information into a course for the high schools. After the staff began this task they enlarged their aim to "affect all parts of the social studies curriculum and perhaps even touch the school itself"[Collier, 1972, p. 8]. It was expected that this expanded goal could be accomplished by converting some of the content and methodology of anthropology into inquiry activities for students. The developers believed that such a program could perhaps begin to replace the conventionally didactic and deductive approaches to high school teaching (Collier, 1972, p. 8).

Patterns in Human History was developed by the ACSP staff in a four-stage process: (a) conceptualizing and identifying anthropological content; (b) writing materials to reflect that content; (c) trying out the materials in classrooms; and (d) revising materials and again testing them in classes.

The Project began by contacting teachers who had already taught anthropology in high schools. The staff received responses from fifty-nine teachers who suggested ways in which anthropology could be incorporated into the high school curriculum. The next step was the selection and preparation of content with the help of anthropologists. Once the content had been selected, the preparation of materials began. The first version of the experimental course consisted of materials excerpted from other publications that teachers incorporated into existing history courses. The staff evaluated these materials through classroom observation and through interviews with students and teachers. In 1967 it was decided that the course should be re-worked into a self-contained, one-semester course, so the experimental version of the course was again revised and re-written. The result was the final version of *Patterns in Human History*, which was submitted to Macmillan for publication in 1969.

5.3 Developer's evaluation.

Funding from the National Science Foundation in 1968 enabled the Project to conduct a formal field test and evaluation of the *Patterns in Human History* materials. The materials used in the evaluation had not been through final editing; the teacher materials were in mimeographed form, making them somewhat difficult to use. The materials were tested in eight California schools during 1969-70. Sixteen credentialed teachers taught the program to approximately 1,200 tenth-grade students. The schools were chosen to encompass a wide range of student capabilities, ethnic backgrounds, and previously acquired skills and knowledge.

Two types of evaluations were conducted. The first was an ethnographic study designed to obtain profiles of student and teacher perceptions about themselves, about each other, about the ACSP course, and about learning in general. The developers believed that results of these profiles would help them devise strategies for implementing the course in schools throughout the country. Data collection procedures included observations, interviews, and the administration of personality questionnaires.

The second evaluation was a study of the effectiveness of the course among pupils. The ACSP staff developed three instruments for this study: (a) the Concept Recognition Test (CRT) was designed to measure the extent to which students learned the course concepts; (b) the Contrast/Infer Test (COIN) was created to measure students' ability to draw inferences from social data and to compare inferences about two or more societies; and (c) the Status Identification Test (SIT) was designed to measure students' ability to identify the status of groups.

5.4 Evaluation results.

The ethnographic study yielded a number of implications for the Project and for curriculum innovation in general. Among the findings were the following major points:

1. Data revealed that teachers regarded themselves as 'dominant-active' agents and students as 'subordinate-passive' agents in the teacher-student role system.
2. The ACSP course, because of its emphasis on intense pupil involvement, may threaten a teacher's self-perceptions.
3. Most teachers in social studies departments know little about anthropology and may have a detrimental effect upon student attitudes towards the ACSP course. (Collier, 1972, pp. 194-197).

The evaluation team recommended to the ACSP staff that the course be given a world history orientation and that detailed teaching procedures be added to some of the "teaching plans."

The Concept Recognition Test showed that "there was no consistent evidence of over-all CRT test gains made by experimental students"[Collier, 1972, p. 210]. The results of the Contrast/Infer Test, however, demonstrated gains in the experimental students' data-processing capabilities, specifically in their ability to draw inferences about societies from artifacts and written anecdotes [Collier, 1972, p. 218]. On all nine tasks of the Status Identification Test, experimental classes scored higher than did students of the control groups.

5.5 Independent analyses of the program.

In 1970 Norris M. Sanders and Marlin L. Tanck published a review of "History as Culture Change," which was a brief prototype of *Patterns in Human History*. Since many of the activities from this prototype were incorporated into Part Three of *Patterns in Human History*, their comments are applicable:

> The project has many strengths. Anthropology can make history more meaningful. The unit is designed so that a teacher without anthropological training can learn with the students. . . The goal of finding patterns in human behavior through time and space is not likely to be a pressing concern of some students. However, the variety of activities and the visual nature of much instructional material may provide an appropriate course [for students of all abilities] [Sanders and Tanck, 1970, p. 414].

A subsequent description by the Social Science Education Consortium appeared in 1972:

> These materials can be an exciting, enriching addition to any social studies classroom at the junior and senior high school level. Ideally, they would be used as a self-contained course of study, although any of the kits can be used in a variety of ways in a number of instructional settings. They can be effective in stimulating greater student understanding of self and others. In a time when people are searching for ways to understand human complexities, these materials afford an interesting and significant learning experience [SSEC, 1972, p. 726].

5.6 Project funding.

The Project was sponsored by the American Anthropological Association and supported by funds from the National Science Foundation.

5.7 Project staff.

Project director was Malcolm Collier. Theodore W. Parsons served as Sr. Research Consultant. Primary authors of student units were: Robert G. Hanvey, Edwin S. Dethlefsen, Kurt W. Johnson, Roberta MacGowan, and Malcolm

Collier. The teachers and anthropologists who assisted in development are too numerous to cite.

5.8 Present status.

The Anthropology Curriculum Study Project completed its work in 1971. At that time all materials were turned over to Macmillan and the American Anthropological Association.

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Port Royal Experiment

Men Under Law

Prepared by:

Vicki Ertle

INTRODUCTION

Individualized Learning, Incorporated, a group of over 30 experienced classroom teachers in Hartford and West Hartford, Connecticut, have developed two supplementary programs for junior and senior high school classes. One, *Port Royal Experiment*, is designed for history and social studies classes. The second, *Men Under Law*, was written for history, social studies, American government, and civics classes.

Port Royal Experiment is the story of the Sea Islands in South Carolina during the Civil War. Port Royal, one of the Sea Islands, was captured by Union troops in 1861. Over 10,000 slaves were left by fleeing owners and the course is an account of the Union effort to maintain the abandoned plantations and educate, assist, and orient the former slaves to new lives as free men.

Men Under Law presents five civil liberties cases that were reviewed by the Warren Supreme Court. A simulation approach is used where students play the parts of prosecutor, defense attorney, Supreme Court members, and opinion givers or jury. Some of the cases studied are Gideon V. Wainwright, 1963, and Estes v. Texas, 1965.

Teachers use the same booklets as students. No special teachers guides were produced because the authors believe that for true student inquiry teacher guides should not supply "pat" answers. The materials were written to encourage student speculation and to stimulate students to find their own answers.

BASIC INFORMATION

Program name:
Port Royal Experiment and *Men Under Law*.

Format:
Student paper-bound booklets. *Men Under Law* uses a simulation approach where students role play Supreme Court cases. Cassettes of each case are optional.

Uniqueness:
The *Port Royal Experiment* materials offer students a case study of a social experiment between the Union army troops and former slaves. The *Men Under Law* materials present a simulation approach to learning about civil liberties.

Content:
The *Port Royal* program deals with a Civil War incident in which Union troops captured a town and were faced with the care of 10,000 slaves. *Men Under Law* presents students with the opportunity to role play five Supreme Court cases, all decided under the Warren Court and all involving civil liberties.

Suggested use:
To supplement social studies courses.

Target audience:
Port Royal: Students of all ability levels in the junior high grades. The developers state the course may also be successfully used with below-average senior high students. *Men Under Law:* Students of all abilities in junior and senior school. May also be used with junior college and community college students.

Length of use:
Port Royal Experiment: 2-4 weeks; *Men Under Law:* 5 weeks, 1 week per case.

Aid for teachers:
No teacher guides are provided. Answer guide to part of *Port Royal* course is provided.

Availability:
All materials available.

Director/developer:
Individualized Learning, Incorporated, 18 Ballard Drive,
West Hartford, Conn. 06119.

Publisher:
Same.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The overall goals of the two programs developed by the Individualized Learning Corporation are student enlightenment about race relations and interesting instruction in civil liberties.

The developers, all teachers who work daily with students, see the study of black history as a "vital social concern for all Americans" [Schein and Taylor, preface], a concern that should be tackled in the public schools. They believe that American blacks are "searching for their cultural origins" and that American whites "must unlearn the half-truths, the distortions, and the prejudice" that they have been taught about black history in America"[Schein and Taylor, 1970, preface]. To help rectify this misinformation the developers offer *Port Royal Experiment* as one episode in the history of the black man in America. They hope teachers will use the course "to mold and reshape American's youth into useful citizens and refined human beings"[Schein and Taylor, preface].

With regard to the second course, *Men Under Law*, the developers believe that, while children are taught to obey the law and that law is both good and necessary for mankind's existence, few citizens understand the procedures of the American legal system and "how the law really works." *Men Under Law*, which uses case studies, simulation, and an inquiry approach to legal instruction, was designed to provide a stimulating exercise in the American judicial system.

1.2 Terminal objectives.

General objectives are not specifically stated for either of the programs, but may be inferred from the materials. In general, the developers expect that students who have studied the *Port Royal Experiment* materials will understand the problems and the victories of blacks during the Civil War. While the materials for Port Royal were written to show the pain and anger of the blacks, the writers also intended to show the sensitivity and ignorance of the whites. By studying this isolated incident that happened over one hundred years ago, the developers expect students to gain new insights into the current race relations problems facing the United States.

The general objectives of *Men Under Law* may be inferred to be providing students with a sound introduction to civil liberties legislation and to American courtroom procedure.

1.3 Detailed objectives.

The developers do not provide objectives for lessons within the programs. Teachers who wish to use such objectives would have to prepare them themselves.

CONTENT AND MATERIALS

2.1 Content focus.

The *Port Royal Experiment* tells the story of slaves who lived in the South Carolina Sea Islands and who were freed early in the Civil War. The program focuses on the experiment that resulted when Union troops assumed control of the Sea Islands (one of which is Port Royal) and the 10,000 slaves left behind by the fleeing masters. In the course of this experiment, Port Royal was the place of many "firsts" that would follow throughout the South during the Reconstruction Period. Among these "firsts" were the first schools for former slaves, the first wage system among former slaves, and the first Union Army recruitment of black troops in this region. Using the Port Royal materials, students examine the programs, achievements, and failures of Port Royal and, in so doing, learn what well-meaning reforms can do to man's search for social justice.

Men Under Law is a study of five cases decided by the Warren Court, all of which involve civil liberties. The developers regard the cases as neither the most important decisions of the Warren period nor the most representative. They state that the courses are presented to give students insights into law and the civil liberties that law protects.

2.2 Content and organization of the programs.

Port Royal Experiment. The booklet, "Port Royal Experiment, A Story of the Black Experience During the Civil War," is divided into nine chapters. The titles of the chapters are listed below:

Chapter 1 Where This All Happened
Chapter 2 The History of the People
Chapter 3 The Reformers Come
Chapter 4 Remaking the Sea Island Blacks
Chapter 5 Land for the Afro-American
Chapter 6 Educating the Sea Island Blacks
Chapter 7 The Afro-American Fights for His Freedom
Chapter 8 The Reformers, the Government, and the Afro-American
Chapter 9 What Happened After the Civil War

The chapters recount the history of the Port Royal coast region of South Carolina, located between the cities of Charleston and Savannah. On November 7, 1861, the area was taken by the naval force of the Union army. Over 10,000 slaves were left by masters. Considered "contraband of war" by the Union army, the Port Royal Project was established in 1862 to keep up the abandoned Sea Island plantations and to help the former slaves. Teachers were recruited from the North and schools were established, land cooperatives were formed, and blacks were trained in the Union army. As the students read through the chapters and discuss the major events, they realize that the experiment was neither a total success nor a dismal failure; it was more a preview of problems that white and black men would face for years to come.

The nine chapters are divided into lessons. Each lesson begins with a vocabulary section listing new words found in the narration. Following the vocabulary section is the "Reading for Facts" section, designed to stimulate critical reading. At the end of each chapter is the "What Do You Say" section. This section includes three to four questions designed to promote class discussion. Examples of discussion questions are the following, taken from Chapter 5, "Land for the Afro-American": (a) "Why did President Lincoln allow only 16,000 of the 60,000 acres to be sold to the freedmen?" and (b) "Why do you think many freedmen staked out land on government and privately owned plantations?"

At the end of the booklet there is a bibliography for further references and a composite list of all vocabulary words introduced in the course. After each word is the number of the chapter in which the word was first used.

Three reprints from early 1860 editions of *Harper's* magazine depict two scenes of Port Royal blacks painted by white artists. The third reprint is a map showing the concentration of slaves in South Carolina in 1861. The reprints may be used in any manner the teacher wishes; the developers suggest using them either as an introduction or as points of discussion.

Men Under Law. The course materials for *Men Under Law* consists of one sixty-one page paper-bound booklet, five "flow charts" outlining each legal case studied, and optional cassettes containing the narrative of each case. If teachers follow the developers' suggestion that one week be spent on each case, the course should last approximately five weeks.

The booklet is divided into the five cases listed below.

Case 1 GIDEON v. WAINWRIGHT, 1963
Severity of Crime v. Right to Counsel

Case 2 BEAUHARNAIS v. ILLINOIS, 1952
Freedom of Expression v. Group Libel

Case 3 MALLOY v. HOGAN, 1964
Self-Incrimination v. Judicial Power of a State

Case 4 ESTES v. TEXAS, 1965
Freedom of Press v. Due Process of Law

Case 5 KENNEDY v. MENDOZA-MARTINEZ, 1963
Draft Evasion v. Loss of Citizenship

The simulation for each case takes three stages. First, the class is organized into roles: 1 Narrator; 1-2 Prosecutors; 1-2 Defense Attorneys; 9 Decision Makers, or the Supreme Court. The remaining students take the role of Opinion Givers. When all roles have been assigned, the students read the narration which gives the specifics of the case under examination. The Opinion Givers then answer a series of questions pertinent to the case, followed by class discussion. For each case, these roles change, giving everyone a chance to play each role.

The second stage of the simulation consists of the argumentation where the defense and prosecution present their respective sides. In each booklet, the argumentation which was actually presented in the real case is included for students to follow, The third stage consists of the court's deliberation, the formal readings of the Supreme Court's actual decision, and class discussion and evaluation of the verdict.

The developers state that their directions are meant to be flexible and adaptable to many different class situations. They state, "Modifications are limited only by the imagination of the teacher and the resourcefulness of the class" [Gale, p. 3].

Flow charts, suitable for duplication, depict the events of each case. They may be used as a review and summary focus for follow-up class discussions.

The cassettes for each case were designed to improve students' reading and listening skills. Using the tapes, each student may follow silently in his own text while he listens to the narration. The developers believe the cassettes are especially valuable to students with reading difficulties. Another use would be to let one or more students use a recorder and the tapes so that they may learn at their own speed.

2.3 Materials provided.

Student materials. For *Port Royal Experiment*, student materials consist of the paper-bound student booklet. Student materials for *Men Under Law* include the paper-bound student booklet and the five cassettes.

Teacher materials. For *Port Royal Experiment*, teachers use the student booklet and one answer guide for the "Reading for Facts" section of each chapter. The *Harper's* reprints are provided for the teacher to use in conjunction with the booklet. With *Men Under Law*, teachers use the student booklet which contains instructions for the simulations. The five flow charts may be used in whatever manner the teachers wish.

The developers state that extensive teacher guides are not provided for specific reasons. Besides questioning whether teachers really follow such guides, the developers believe that to have true student inquiry, answers to student questions should not be given to the teacher. They believe that the students themselves must find the facts needed to respond to questions raised in the course. In addition, because many questions have no "pat" answer, students are not forced to accept one opinion. The developers intended to produce materials that did not require teacher guides and therefore developed student booklets which are self-explanatory.

2.4 Materials not provided.

All instructional materials necessary to implement the program are provided. No materials are provided for evaluating students' progress. If teachers wish to use tests or other means of evaluation, they must devise their own versions.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

Basically, the two programs share the same inquiry approach to learning. Of the two, *Port Royal Experiment* is the more traditional; students read chapters, answer questions, and participate in class discussion. For the most part they work as a class, although imaginative teachers could possibly vary this procedure by dividing the class into small groups. The teacher's role is more that of a guide to learning than a "font of knowledge"; his major activity is to elicit the main ideas of each chapter from the students. The developers believe that, because they provide no teacher's guide, student inquiry and student and teacher resourcefulness will be encouraged.

With *Men Under Law*, students take a more active role because of the nature of the course. Because of the simulation approach, the class is divided into small groups where the class members share ideas. The role-playing technique also permits and encourages student expression and inquiry. Here, as with the *Port Royal* materials, the teacher acts more as a guide and organizer than a lecturer.

3.2 Typical lesson.

Because the simulation technique for *Men Under Law* is described in some detail in section 2.2 of this report, the following description of a typical lesson applies only to the *Port Royal Experiment*.

A typical lesson for *Port Royal Experiment* begins with a review of the vocabulary words introduced in each lesson. After they understand these words, the students answer the "Reading for Facts" questions which precede each narrative, and then read the narrative itself. Last, the class discusses the questions which accompany each chapter.

An example of such a lesson is the following, titled "Attitudes in Washington, D.C.," from Chapter 4, "Remaking the Sea Island Blacks." Vocabulary words introduced in this lesson include "experiment" and "rebellious." One of the two "Reading for Facts" questions is: "What were President Lincoln's feelings toward the Port Royal Experiment?"

Students begin the lesson by reading a two-page narrative designed to show that Congressmen, the President, and certain Cabinet members had varied opinions about the treatment of the blacks in Port Royal. Lincoln regarded the former slaves as a threat to violence and, despite pressure from the abolitionists, favored sending the freedmen out of the country. Other men, such as Secretary Chase of the Treasury Department, took an active interest in the plight of the Sea Island blacks.

After students have finished reading the narrative, they discuss the points raised. The teacher asks questions such as, "Why do you think President Lincoln looked coldly on the Port Royal Experiment?" and "Did the Emancipation Proclamation free blacks in regions under Confederate control? Why?"

3.3 Evaluation of students.

Because the two programs are designed to supplement existing courses, the developers decided to let each instructor devise his own evaluation plan. Presumably, teachers could use some of the discussion questions for oral or essay tests. It would be in keeping with the developers' goals and instructional strategies to base part of the evaluation on the students' performance in class activities.

3.4 Out-of-class preparation.

Teacher. Teachers are expected to be familiar with the content of the student readings and the legal cases and with the study questions to be discussed in class. Because lesson plans and evaluation materials are not provided, the teacher would have to spend a considerable amount of time preparing them himself.

Student. All materials are designed to be used in the classroom.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special facilities required, although moveable furniture is desirable for small groupings. A cassette tape recorder is required if the *Men Under Law* cassettes are used. An overhead transparency projector is also needed for the *Harper's* reprints and the *Men Under Law* flow charts.

4.2 Student prerequisites.

The *Port Royal* materials are designed for use with junior high school students of all abilities. *Men Under Law* is intended for students of all abilities in junior and senior high school and junior college.

4.3 Teacher prerequisites and training.

There are no teacher prerequisites and training is not necessary to implement either course.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Port Royal Experiment				
Class package: includes 30 student booklets, 1 teacher's guide, 3 reprints from *Harper's*	1 set per class	Individualized Learning, Inc.	$47.50	Reusable
Men Under Law				
Class package: includes 30 student booklets, 5 flow charts	1 set per class	Individualized Learning, Inc.	$49.95	Reusable
5 optional cassettes	1 each per teacher	Individualized Learning, Inc.	$ 6.00 ea.	Reusable

4.5 Community relations.

The developers anticipate no difficulties in introducing either *Port Royal Experiment* or *Men Under Law* into the schools.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Both *Port Royal Experiment* and *Men Under Law* were conceived and developed by classroom teachers with experience in history, social studies, African history, and law. The *Port Royal* course was written in response to a challenge felt by the developers. Believing that blacks are searching for answers to their past and that whites are in need of "true" answers concerning black history, the authors maintain that public schools can serve these needs. They state:

> Burdened with the emotions of fear, hatreds, bitterness and misunderstandings, the task of the public school becomes formidable and when the school is segregated by the fact of residency, the challenge becomes almost insurmountable . . . . It is in the public schools that the race question must be raised and examined critically so that it may one day be recorded in the history of the country as a crisis successfully passed [Schein and Taylor, preface].

Men Under Law was developed because the authors saw a need for instruction in law and civil liberties at the high school level. Because society is based on law and children are instructed to obey the law throughout their lives, the authors believe knowledge of law and of the civil liberties the law protects is necessary for all citizens.

5.2 Program development.

During 1967-1968, the authors of the *Port Royal Experiment*, Irving Schein and George Taylor, Jr., were both at Clark University on sabbaticals from the Hartford and West Hartford public schools. During this year the two teachers conceptualized, researched, and wrote the program. During the development, the authors conducted two weeks of field research in the Sea Islands. The materials were piloted with classes in Hartford and West Hartford, reworked after the evaluation, and finally published in 1970.

Much of the basis for *Men Under Law* is found in the backgrounds of author John Gale and assistant Irving Schein. Schein had developed experimental units in civil liberties instruction for the Hartford Public Schools and worked on several projects concerned with civics. Gale, a history and social studies teacher, also wrote and presented a series of educational television programs in Hartford on contemporary issues. Both men combined their experience to develop the course materials. The simulation approach utilized in *Men Under Law* was formulated by Gale in 1970-1971, tested in West Hartford, and published in 1972.

5.3 Developer's evaluation.

The *Port Royal Experiment* materials were used by classes in both the Hartford and West Hartford, Connecticut, public schools. Approximately twenty teachers and six hundred students of all races and abilities participated. Evaluation was conducted by means of questionnaires. Students and teachers were asked to comment on all parts of the booklet, from vocabulary words to the narrative.

The *Men Under Law* course was used with six to seven classes in the West Hartford schools and with classes in North Caldwell, New Jersey. The West Hartford students were junior and senior high school students of varied abilities. Again, the evaluation instruments consisted of student and teacher questionnaires.

5.4 Evaluation results.

The developers report that results for the *Port Royal Experiment* course were mostly favorable; students stated that they especially enjoyed the content and the case study approach. Information on teacher comments was not available.

The *Men Under Law* course also met with favorable results, the developers state, and the following student comments solicited by students in West Hartford validate their claim:

> I like your approach and feel it was a change of pace from just memorizing places, people, and dates.
>
> I think it's a good idea to get a class involved through simulation in a Supreme Court case. One not only becomes more aware of the intricacies of the case but of court procedure itself.
>
> I feel the style of teaching expressed in Men Under Law is what we need to learn. The students take on role playing and become involved along with learning [Individualized Learning, Inc., undated brochure].

5.5 Independent analyses of the program.

There have been no independent analyses of either *Port Royal Experiment* or *Men Under Law*.

5.6 Project funding.

Individualized Learning, Incorporated, is, as yet, a nonprofit organization of 30 experienced classroom teachers. The company exists on loans and an initial investment from its founder, Irving Schein. None of the program authors received compensation for work done on the courses.

5.7 Project staff.

Port Royal Experiment: Authors were Irving Schein and George A. Taylor, Jr.; editors were John J. Gale and J. F. Kazienko.

Men Under Law: The course was authored by John J. Gale. Irving Schein assisted in research. Materials were edited by J. F. Kazienko and John F. Keogh. Graphic art work was done by Carole De John Henry and evaluation work was carried out under the direction of John Murphy.

5.8 Present status.

Work on *Port Royal Experiment* and *Men Under Law* is completed.

New Projects.

At present, the staff of Individualized Learning, Inc., are completing a high school level U. S. history program which utilizes individualized activities. The program materials consist of ten instructional packets. Some of the titles are: "How did America create and adjust to a new urban-industrial order?" (1865-present), "How did the United States develop into a world power?" (1854-present), and "What are some of the problems that have shaped American Society?" (1945-present).

Publication of the course is expected for the 1973-1974 school year.

REFERENCES

Gale, J. J. *Men Under Law, A Simulation Approach to the Teaching of Civil Liberties*. Hartford: Individualized Learning, Incorporated, 1972.

Individualized Learning, Incorporated. Company Perspectus. Hartford: Individualized Learning, Incorporated, undated.

Schein, I. and Taylor, G. A., Jr. *Port Royal Experiment, A Story of the Black Experience During the Civil War*. Hartford: Mag Press, Inc., 1970.

Public Issues Series
(Harvard Social Studies Project)

Prepared by:

Sandra G. Crosby
Vicki Ertle

INTRODUCTION

The *Public Issues Series* is 30 supplementary booklets designed to give students classroom practice in taking positions on public issues and articulating and defending their views in class discussions. The program does not define public issues as "current events" but as social dilemmas that persist throughout history and across cultural lines. It was developed by the Harvard Social Studies Project.

The 30 units are designed for junior and senior high school students. Each public issue is introduced by a short case study based on an historical, fictional, or contemporary incident. Students then read additional cases or narratives, provided in the booklet, and in discussion with the teacher discover the issue common to all of the cases. Finally students analyze why the issue perennially causes social controversy. They then state and justify their own positions on the issue.

Titles of the booklets indicate the topics and issues examined: for instance, Religious Freedom, Rights of the Accused, The Immigrant's Experience, Municipal Politics, The Limits of War, Privacy, Population Control. Although discussion is the main teaching strategy, there are also suggestions for role playing, simulations, data collection, and essay writing.

Teacher's guides are provided for each unit. In addition, there is a guide for the whole series, *Cases and Controversy*.

BASIC INFORMATION

Program name:
Harvard Social Studies Project *Public Issues Series*

Format:
Thirty short student booklets printed on nondurable newsprint.

Uniqueness:
Classroom discussions and arguments about the kinds of issues that result in social conflict. Students read case studies of issues that cause dispute and formulate and justify their own policy positions.

Content:
Topics in American history, world history, economics, law, politics, and contemporary society, are used to reveal concepts and theories such as equal protection under law, federalism, due process, stability and change, the value of human life, public needs *vs.* private rights, etc.

Suggested use:
Materials are designed as supplementary units, to be selected and sequenced according to each teacher's discretion, in history, civics, humanities, speech, communications courses.

Target audience:
Students of average ability in grades 7 through 12.

Aids for teachers:
Each booklet has an accompanying teacher's guide with specific teaching suggestions. There is also a guide for the entire series, which provides the rationale of the program, a discussion of methods, summaries of all the issues treated, descriptions of alternative teaching procedures, and consideration of problems teachers may encounter.

Availability:
All booklets and guides are available.

Developers:
Donald W. Oliver and Fred Newmann, Directors/Harvard Social Studies Project (now ended).

Publisher:
American Education Publications, 1250 Fairwood Avenue, Columbus, Ohio 43216.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The primary goal of the Harvard Social Studies Project was education for citizenship. The curriculum development project which produced the *Public Issues Series* defined public issues as broader than current events. Issues are treated as problems which incorporate values dilemmas that have puzzled men and women in many cultures, ages, and pursuits. The developers intend that students learn to examine current issues so as to find areas of conflict about values, and to relate present controversies to social disputes occurring in other times, cultures, or areas of human endeavor.

1.2 Terminal objectives.

The series is designed to teach pupils to analyze, take positions on, and discuss public issues with assurance and accuracy. The program materials require students to consider a variety of historical and cultural issues, to view these issues in terms of various social science concepts and theories, to take policy positions, and to justify them in discussions.

1.3 Detailed objectives.

Objectives are stated for each of the 30 units in the series. The following are examples:

> "Population Control": To develop an awareness of the effects of population growth and of alternative policies for dealing with it.
>
> "Negro Views of America": To serve as an introduction to current public policy questions of open housing, school integration, guaranteed income, police brutality, employment opportunity, etc.
>
> "Privacy": To develop an awareness of the problems posed by the use of electronic eavesdropping and computerized record keeping.

Each booklet contains several case studies related to one particular public issue. Since a teacher may decide to use a unit to achieve a variety of objectives, the detailed objectives are stated in broad terms.

CONTENT AND MATERIALS

2.1 Content focus.

The series emphasizes a process of conflict analysis rather than knowledge in specific disciplines. Historical, fictional, and contemporary situations are used to illustrate basic values conflicts. For example, students study historical topics such as the American Revolution, the rise of Jacksonian

Democracy, the growth of business and industry, the rise of organized labor, and immigration, in order to understand economic concepts (such as competition, profit, and price determination), and political science concepts (legitimate authority, federalism, separation of powers). The psychology of prejudice, moral reasoning, and human dignity are similarly examined in appropriate units.

2.2 Content and organization of the subdivisions.

Each of the 30 unit books is about 60 pages. Each details a single issue. The small booklets are printed on newsprint and are stapled. Each opens with an introduction that includes its objective. The topic is illustrated through several case studies. Following these is a section called "Persisting Questions of Modern Life," in which students are expected to answer questions dealing with the issue rather than facts *per se*. At the conclusion a section entitled "Review, Reflection, Research" provides additional activities.

The unit books are not sequenced. Teachers may teach the units in the order that suits their needs and the interests of their students.

Following are titles of the units with their topics in parentheses. Frequently the title within the parenthesis indicates the two horns of the dilemma--as in "integration and community control."

Taking A Stand (Clear Discussion of Public Issues).
The American Revolution (Crisis of Law and Change).
Community Change (Law, Politics, and Social Attitudes).
Negro Views of America (The Legacy of Oppression).
The Lawsuit (Legal Reasoning and Civil Procedures).

Religious Freedom (Minority Faiths and Majority Rule).
The Rise of Organized Labor (Worker Security and Employer Rights).
The Railroad Era (Business Competition and the Public Interest).
Rights of the Accused (Criminal Procedure and Public Security).
The Immigrant's Experience (Cultural Variety and the "Melting Pot").

Municipal Politics (Interest Groups and the Government).
Colonial Kenya (Cultures in Conflict).
Twentieth Century Russia (Agents of the Revolution).
Communist China (Communal Progress and Individual Freedom).
Nazi Germany (Social Forces and Personal Responsibility).

The Limits of War (National Policy and World Conscience).
Revolution and World Politics (The Search for National Independence).
Diplomacy and International Law (Alternatives to War).
Organizations Among Nations (The Search for World Order).
The Civil War (Crisis in Federalism).

Status (Achievement and Social Values).
Race and Education (Integration and Community Control).
Science and Public Policy (Uses and Control of Knowledge).
Moral Reasoning (The Value of Life).
Privacy (The Control of Personal Information).

The Progressive Era (Abundance, Poverty, and Reform).
Population Control (Whose Right to Live?).
Social Action (Dilemmas and Strategies).
Jacksonian Democracy (The Common Man in American Life).
The New Deal (Free Enterprise and Public Planning).

2.3 Materials provided.

Student materials. These consist of the 30 unit books and unit tests. The unit tests each contain about 35 objective questions.

Teacher materials. Each unit booklet is accompanied by a short teacher's guide with specific teaching instructions and two objective tests. The guide for the entire series, *Cases and Controversy*, contains more detailed information: an explanation of the Harvard Project's rationale, a discussion of methods and techniques for examining public issues, discussion of the issues and topics of each unit booklet, examples of class discussions to achieve specific results, alternative teaching approaches, and potential problems for the teacher.

2.4 Materials not provided.

Some of the activities suggested in the units require outside reading, field trips, and surveys. The developers do not provide any of the necessary materials for these activities.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

Primary emphasis in this program is placed on maintaining a continuous dialogue with students and on stimulating discussion and moderate argument. Students analyze public controversies in terms of what should be done, what is being done, and the meanings of words, concepts, and problems. They use strategies such as analogy, evidence evaluation, and making distinctions to clarify their views on issues. Systematic attention is given to the discussion process as well as the issue being discussed. Besides reading and large and small group discussions there are Socratic dialogues, role playing, games, witing, data collection, and seminars.

3.2 Typical lesson.

The lessons described below are typical. Students read one of the case studies in a booklet. Then the teacher asks short, specific questions that review the story. Once the students understand the problems involved in the case, the teacher may ask some of the main questions listed in the teacher's guide to engage students in a Socratic dialogue about the more abstract issues.

The section called "Persisting Questions of Modern Life" provides study questions and activities to follow the class discussion. In one unit, "The Progressive Era," the class ranks eight types of social reform in order of importance first, feasibility second. Another activity asks students to put together a "reform program" for providing long-term protection for the consumer in the food processing industry. Many of these questions serve as springboards to more discussion.

At the conclusion of each booklet the "Review, Reflection, Research" section provides activities that further consolidate the major points of the unit. In the Progressive Era unit, students can simulate a small community: Using statistics on income distribution in their mythical city, the students decide which public services should be provided to the community, estimate the cost of each service, and decide the kinds and rate of taxes to be levied to meet these expenses. At the end of the "Social Action" unit, students write a handbook on "Practical Advice for Carrying Out Social Action Projects," informing people of the specific skills they will need and things they should do in order to be successful in the social action project of their choice. Suggestions for further readings and a bibliography are also provided in this section.

Throughout the class periods teachers guide the discussions, evaluate student progress, and observe student activities.

3.3 Evaluation of students.

The developers of the *Public Issue Series* provide two types of objective tests for each of the 30 units. One is designed to test retention of factual information, while the other evaluates the student's mastery of analytical skills. Suggestions for evaluating student discussions are also provided in the unit Taking a Stand.

3.4 Out-of-class preparation.

Teacher. Teachers have to be thoroughly familiar with the student materials and to design approaches for each unit that are suitable for their own students.

Student. Student assignments are left to the discretion of the teacher.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The only special equipment necessary is a duplicating machine for reproducing the unit test.

4.2 Student prerequisites.

The booklets are written for secondary students of average abilities. The readability of the student texts was calculated using the Dale-Chall formula. Results show that students using the program materials should be capable of reading at or near ninth-grade level.

4.3 Teacher prerequisites and training.

Teachers using the materials should be experienced in leading or stimulating students' discussions and debates, and be flexible enough to encourage and accept varying student opionions and attitudes. A review of the program published in the November 1972 issue of *Social Education* had this to say about teacher background:

> A general background in social studies education is sufficient for the teacher who wishes to implement these materials; however, the teacher will need to develop skill in conducting Socratic dialog and in handling classroom discussions that often center on emotion-laden value commitment [Social Science Education Consortium, p. 750].

No formal inservice training program is provided by the developers.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students:				
Unit Booklets (30 titles available)	1 per student	American Education Publications (AEP)	$.40*	Yearly (paper)
Tests are included in each Teacher's Guide				
Teachers:				
Teacher's Guide (1 for each unit)	1 per class	AEP	Free*	
Guide for Series	1 per teacher	AEP	Free*	

*American Education Publications has set a minimum order of ten booklets; they need not all be the same title. The price of $.40 per booklet includes the teacher's guide. The series guide *Cases and Controversy* is sent free with each order of ten copies of one title.

4.5 Community Relations.

Some units contain topics which may be subjects of controversy in some communities, and it might therefore be wise to inform the community of the goals of the series and the manner in which the program is to be taught.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the *Public Issues Series* contend that in the past social studies education at the secondary level has been remiss in considering students too immature to deal with controversial issues. Donald W. Oliver and other staff members of the Harvard Project believe that students must develop an adult concern for society at an early age. Rather than sheltering high school age students from the complex problems of society, the series aims to prepare them to examine and analyze the kinds of issue disputes that cause social conflict.

The series is based on the "jurisprudential framework" developed by Oliver and his associates. In this approach contemporary issues are related to other cases, ranging in time and place, and they are examined in ethical and legal perspectives. Through argument and discussion, the students' views of proper solutions are compared to the "legitimate" social solutions.

5.2 Program development.

The development of the *Public Issues Series* proceeded through five cycles: (a) conceptualization of a unit and the documents necessary for that unit; (b) preparation of drafts of documents; (c) editing of draft documents; (d) checking the factual validity of documents; and (e) re-editing and final preparation for teaching. These cycles were then followed by experimental trials of the materials, review of evaluation data, and final revisions for publication.

5.3 Developer's evaluation.

Two major types of evaluation have been conducted: informal clinical evaluation of the ongoing effectiveness of the materials as they were being developed and taught by the authors; and systematic evaluation of the program at its termination. The results and findings of the informal evaluation are incorporated in the published version.

The formal field testing was conducted in a Newton, Massachusetts high school from 1964-67. Forty-six students participated in a three-year program and were divided into three control groups: (a) average senior students using project materials with non-project teachers; (b) average senior students studying the regular Problems of Democracy course; and (c) very bright senior students using the regular Problems of Democracy course offered by the high school.

Students were not tested before or during the three-year period; at the end of the study all three groups were administered project-developed tests. Students also took the standardized High School Problems of Democracy test published by Educational Testing Service. In addition to the written tests, the students were divided into groups of two and asked to discuss a fairly complicated case study which they had read. Students were compared on the basis of their discussions, which were rated by project staff.

5.4 Results of evaluation.

On only one of the five written tests--the open-ended Dialogue Analysis Test--did project students score higher than all of the other groups. In one test the project students scored as well as the bright students, but in the remaining three the bright group scored higher than the other two. One of the tests, measuring student retention of factual information about major American history topics, showed the project students lagging in terms of straight recall of historical facts.

In the free, leaderless discussions, the project students did better than the average group but not as well as the bright group.

The developers consider the evaluation inconclusive.

5.5 Independent analyses of the program.

Three independent reviews have been published of the series. The first, a combined effort of the Experienced Teacher Fellowship Program, University of Colorado, and the Social Science Education Consortium, involved experienced teachers using the program materials for one semester. They concluded that the booklets might be used more effectively in grades seven through ten rather than in the higher grades, because the readings were not sophisticated enough for the older students. Still enthusiastic about the techniques of the program, the Colorado reviewers suggested applying the material to the students' own interests.

A second review appeared in the April 1970 issue of the journal *Social Education*. It does not recommend the series as a complete course but as supplements.

A third review was published again in *Social Education*, this time in the November 1972 issue. The staff of the Social Science Education Consortium in Boulder, Colorado, had this comment on the program's versatility:

> The Harvard Social Studies Project unit books can be implemented in all social studies courses as well as in other areas such as science, communications, and the humanities. The essence of the course, the analysis of public issues, provides a built-in real-world emphasis. Students become actively involved with the materials since discussion is the major strategy employed. However, teachers should be cautioned that a steady diet of discussion can become as boring as a steady diet of lectures. The unit books are designed as supplementary materials and should be used as such, not as a total course of study [Social Science Education Consortium].

5.6 Project Funding.

The Harvard Social Studies Project received funding from the U.S. Office of Education and Harvard University.

5.6 Project Staff.

Donald W. Oliver directed the project and his co-director was Fred Newmann. Many graduate students participated in the writing and evaluation of the booklets.

5.8 Present Status.

The Harvard Social Studies Project has ended. No new units are being written.

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Readings in Sociology
(Sociological Resources for the Social Studies, SRSS)

Prepared by:

Sandra G. Crosby
Thomas Roberts

INTRODUCTION

The main objective of Sociological Resources for the Social Studies (SRSS) was to develop curriculum materials that would help to bring sociology into the mainstream of social studies education at the secondary level. One of their efforts has been the publication of the *Readings in Sociology* Series (Operation Paperback) which consists of seven paperbacks, each 200-250 pages in length.

Each book covers a specific area of study and contains approximately 20 articles selected largely from professional sociology journals. Each of the articles averages ten to fifteen pages in length and can be covered in one to two days, depending on how teachers wish to use the materials. An overview of the central topic of each book, written by a prominent sociologist, introduces each of the books. The titles of the books are: *Life in Families; Cities and City Life; Racial and Ethnic Relations; Delinquents and Criminals: Their Social World; Social Organizations; Population Growth and the Complex Society;* and *Crowd and Mass Behavior*. There is no particular teaching-learning strategy recommended for the course, since the books are intended to supplement existing social studies courses.

BASIC INFORMATION

Program name:
Sociological Resources for the Social Studies: *Readings in Sociology*

Format:
Seven books of readings.

Uniqueness:
Authentic readings in sociology presented by prominent sociologists and written for high school students in an easily comprehensible style.

Content:
Each book of readings covers one of these areas of sociological study: social organizations, the social world of delinquents and criminals, family life, racial and ethnic relations, population growth, city life, and the behavior of crowds and masses of people.

Suggested use:
Supplementary materials for social studies courses.

Target audience:
Students of average and above-average ability in grades 10-12.

Length of use:
The paperbacks, each 200-250 pages in length, are divided into separate articles which are 10-15 pages long. Each separate article could be covered in 1 or 2 days. Each book would take from about 4 to 6 weeks to cover completely.

Aids for teachers:
No guides or other aids are available.

Availability:
All books available.

Director/developer:
Robert C. Angell/Sociological Resources for the Social Studies,
503 First National Building, Ann Arbor, Michigan 48108
(Project concluded August 1970).

Publisher:
Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

SRSS' goal is to give students a sociological perspective; such a perspective would enable students to make broad generalizations about social patterns. The students' generalizations should be based on empirical data, which students have gathered through careful techniques, and should be unaffected by value judgments. Students learn that sociologists use this technique to gather and interpret data, hypothesize, and arrive at conclusions. SRSS states:

> Better knowledge of the social dimensions is needed--badly needed--by most of our population. Social studies teachers must provide this knowledge, not by repeating what is already known, or purported to be known, but by assisting their students in the development of the ability to analyze, to see human behavior, individually or in groups, as something that can be looked at, examined scientifically, and frequently explained [Hering, 1967-68, p.5].

1.2 Terminal objectives

Students who study SRSS materials should gain knowledge about sociology, their skills should improve, and they should master certain mental processes. Specifically, in the area of knowledge, students should learn sociologists' theories and points of view on the topics presented in the books. This, however, is not as important to SRSS developers as is the development of the students' skills and processes. In terms of skill development, students who work with SRSS materials should learn to read charts and graphs carefully. In terms of processes, SRSS developers expect students to learn to infer from data, form hypotheses, test their hypotheses, and arrive at logical conclusions. Changes in students' attitudes and values are not an objective of SRSS. Neither is student action on the issues of concern.

1.3 Detailed objectives.

No detailed objectives are provided for the *Readings*. Teachers who wish to use such objectives would have to prepare them themselves.

CONTENT AND MATERIALS

2.1 Content focus.

The SRSS *Readings*, which are adapted from professional journals, consist of articles on contemporary social issues written by sociologists seeking to uncover the underlying principles which guide human behavior. The selections included in each volume not only represent the findings of such investigations, but also describe the methods used by the investigators to obtain their results.

2.2 Content and organization of the subdivisions.

The *Readings* consist of seven small paperback books which can be used independently of each other. The introduction to each volume states that these *Readings* do not offer a complete survey of the sociological problem presented, but were chosen as being representative of interesting research by professionals on the topic. A brief description of each book follows.

Life in Families. An introductory selection covers research techniques used by sociologists in analyzing family life, as well as a brief survey of diverse family patterns around the world. The remaining readings deal primarily with the American family. Among the topics covered are marriage patterns, roles of the wife, relationships between the family and society, and social development of the child. The final two readings explore the problems and possibilities of planned and unplanned change, using communal family life in modern China as an example.

Cities and City Life. These readings contain few suggestions about what should be done to solve such problems as pollution, traffic, housing, slums, and other urban ills. Instead, the selections describe how the sociologist discovers facts and theories of urban life. Readings 2 through 7 consider the city as a physical base of social life: where cities were created, how they took form, and how people establish themselves within them. Readings 8 through 15 explore the various interrelationships between people living in close proximity to each other. Selections 16 through 19 focus on social aspects of the urban poor. The final reading explores recent efforts to restore blighted neighborhoods and raise the levels of education, income, services, and employment of people who live in such neighborhoods.

Racial and Ethnic Relations. The initial selections are a discussion of "social class" and "caste" and the ways they differ and are related to one another. The next eight readings concern relations between black and white Americans. Later selections provide general explanations of the process by which ethnic minorities have climbed up the social ladder and accepted the norms of the majority. Reading 18 treats the mixed population of Hawaii as an example of the breakdown of social classes through the process of intermarriage. The last selection considers Israel, a nation of many different nationalities bound by one religion, where growing signs of prejudice and discrimination along ethnic lines are beginning to show.

Delinquents and Criminals: Their Social World. In the first selection, students read about the sociologist's view of delinquency, crime, and social deviance, and the methods used to draw conclusions about these conditions in society. Delinquent behavior is analyzed in later selections, and statistical data are presented which show the extent of crime in society and the ways in which young people become defined as delinquent by societal standards. Selections also focus on case studies of young people who have become delinquent as a result of neighborhoods and families failing to give moral support. Other selections explore the nature of crime "waves." Puerto Rico is taken as an example of the ways lawlessness and organized crime can develop in a simple society which has undergone rapid urbanization. Deviant behavior which is considered socially unacceptable, yet is legal, is also considered. The final selection is an examination of drugs and alcohol and their causal relationship with juvenile delinquency and crime.

Social Organizations. The first two selections concern the essential nature of organizations and the methods by which the sociologist analyzes concepts like association, organization, and institution. The readings which follow are based on general statements about organizational structure--those group characteristics which hold people together. Selections 7 through 11 explore several contrasting settings in which personal interaction takes place. Selections 12 to 15 illustrate human relations in industry, with particular emphasis on the contrast between formal modes of power in industry and the informal but actual organization of decision making and work. The remaining five readings describe organizations affected by social change brought about by such pressures as immigration, women's rights, and youth.

Population Growth and the Complex Society. The selections deal with population growth in the United States and, to some extent, abroad. The first reading is a sociologist's view of population growth and the complex society. The next five readings are concerned with population growth in India, Japan, and the U.S., including that among minorities in the U.S. The changing labor population--the move from agricultural to industrial society--is the concern of several readings. Other topics are the leisure class, automation, credit, population and social life, and life in the twenty-first century.

Crowd and Mass Behavior presents varied topics which should be of interest to most high school students. Beginning with "Sociologists Look at Crowd and Mass Behavior," the readings are concerned with forms crowd and mass behavior may take, the generation gap, how Americans have reacted in times of crisis, the spread of new ideas, and fashion changes and how they spread. One reading is an analysis called "The Making of the President: 1940 and 1960." Topics of current interest are peace marches, the hippie movement, student protests, the radical right wing, rioting, black nationalism, and women's lib. Other readings deal with what happens in a disaster, the fate of two social movements, and a comparison of war toys and the peace movement.

2.3 Materials provided.

Student. Any or all of seven volumes, containing 20 readings written by professional sociologists; a brief introduction; a bibliography; and charts, graphs, and tables.

Teacher. No teacher materials are provided.

2.4 Materials not provided.

No other materials are required.

CLASSROOM ACTION

3.1 Teaching/learning strategy.

Although teaching/learning strategies are not indicated, it may be inferred from other SRSS programs that the developer advocates an "inquiry" approach to learning. It must be remembered that these materials are not designed to provide the basis for a course. They should be used as supplementary readings to provide data which students may consider and analyze to clarify contemporary social problems. No suggestions are provided, however, on how to promote discovery through inquiry.

3.2 Typical lesson.

SRSS offers no lesson plans. One can infer, however, that the lessons would consist primarily of reading and discussions. Presumably, students could read the materials before class. The class period might begin with questions, a short quiz, or a problem, all designed to stimulate the students' thinking on the subject of the lesson. The teacher may wish to limit the class to discussion, or may prepare simulations or role plays in which the students could utilize what they had learned. It is conceivable that the class may prepare papers or other written assignments in which they apply what they have learned to new situations.

If the *Readings* are used to supplement courses, the teacher would be able to emphasize reading and discussion. However, if a number of readings were used together, or if a whole book was used at once, the teacher might find that students would tire quickly of the reading-discussion cycle.

3.3 Evaluation of students.

SRSS provides no suggestions for student evaluation, but such evaluation could most likely be based on the students' contribution to discussions, their performance on any written exercises assigned, or on tests. Tests, if used, should be of the essay variety to be consistent with the aims of the developers. Factual recall-type tests would be incompatible with the SRSS approach.

3.4 Out-of-class preparation.

Teacher. Before each lesson, the teacher should review the reading and prepare his own strategies for implementing the materials. If the readings are used frequently, the teacher would find it necessary to spend quite a bit of time creating and implementing varied lesson activities.

Student. Homework would probably consist of reading parts of the books before class.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities, classroom arragements, or equipment are required for use of the readings. Because the materials are supplementary, a teacher could presumably adapt them to fit his classroom situation.

4.2 Student prerequisites.

There are no student prerequisites for the use of the SRSS *Readings*. The developer states, "With few exceptions, relevant and appropriate articles are chosen from sociology journals and rewritten for the high school audience. Care is taken to provide stimulating and challenging material geared to the average student [SRSS, 1967, p. 10]." It should be noted, however, that while students who read below grade level will no doubt benefit from the discussions of the readings, they will have trouble reading the materials. Some type of special arrangement would have to be made for these students, such as tape recording the readings so that students could listen to them.

4.3 Teacher prerequisites and training.

The developer makes no statement about the background of the teacher. However, since the materials are articles written by sociologists, it would probably be helpful if the teacher had some background in sociology so that he could clarify some of the concepts and data not fully elaborated in the articles. Successful use of the *Readings* will greatly depend upon the teacher's flexibility and initiative since no teaching strategies or guide are provided.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Social Organizations	All books: 1 per student	Allyn & Bacon	$1.50	Reusable
Life in Families				
Cities and City Life				
Delinquents and Criminals				
Racial and Ethnic Relations				
Population Growth and The Complex Society				
Crowd and Mass Behavior				

4.5 Community relations.

Implementing this program is probably no more critical than implementing any new social studies program. However, it is possible that people in some very conservative areas might react to material on delinquency, drugs, and race relations.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Readings is one part of a three-part program, Sociological Resources for the Social Studies (SRSS), an official project of the American Sociological Association. The SRSS program was developed to help fill the need for a curriculum which would teach students how to look at the world from a sociologist's point of view. In the introduction to the initial project proposal, the developer states:

> The major goal of the SRSS is to develop superior instructional materials which accurately characterize sociology as a scientific discipline which can be easily integrated into social studies courses. The emphasis on integration into non-sociology rather than sociology courses is based on the belief that instruction in connection with other social studies is more effective than a separate sociology course would be [SRSS, 1967, p. 2].

5.2 Program development.

The SRSS *Readings* were given the initial go-ahead in the spring of 1966 under the direction and editorship of Helen MacGill Hughes. The individual articles were rewritten by freelance writers under the guidance of the editor. The materials were trial tested informally in the Boston Public Schools. Revision was conducted with the advice of various teachers who had taught the experimental materials in the Boston area.

5.3 Developer's evaluation.

There were no formal field trials of the *Readings*. Before revision and final editing of the publication, Helen Hughes informally consulted teachers and asked them for suggestions on the reading and interest levels of the students who had used the articles.

5.4 Results of the evaluation.

No significant evaluative data are available.

5.5 Independent analyses of the program.

Readings in Sociology was reviewed by the Social Science Education Consortium in the November 1972 issue of *Social Education*. The reviewer's comments were in agreement with the information presented in this report. In addition, the reviewer states:

> It should be noted . . . that it takes careful preparation and skillful handling by the classroom teacher to convince students of the importance of dealing scientifically with issues that are often highly personal and affective [SSEC, 1972, p. 767].

5.6 Project funding.

Readings in Sociology was funded by the National Science Foundation.

5.7 Project staff.

The developer of the *Readings in Sociology* Series is Helen MacGill Hughes. The director of the entire Sociological Resources for the Social Studies project is Robert C. Angell.

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The Shaping of Western Society

Prepared by:

Vicki Ertle

INTRODUCTION

The Shaping of Western Society is the third course in the Holt Social Studies Curriculum (HSSC), a four-year high school sequence for average and above-average students. *The Shaping of Western Society* is designed as a one-semester course for tenth-grade students and may be used independently or in sequence with the other HSSC courses.

In the course, students trace the development of European political, economic, social, and intellectual trends from the Classics to the Second World War. Students use source materials, records, filmstrips, and selected readings to learn inquiry skills and social science concepts. Through a short exercise in historiography, they learn the "historian's way" of classifying information, inquiring into the past, using hypotheses, and deciding what is fact.

Inquiry skills, values, attitudes, and knowledge are emphasized. The main goal of the program is to develop independent thinkers and responsible citizens, and much of the instructional strategy of the course centers on directing students to form and prove hypotheses, relying on proven fact rather than emotion and prejudice.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *The Shaping of Western Society.*

Format:
One hardcover student text and an audiovisual component kit containing overhead projection transparencies, filmstrips, long-playing record, masters for classroom handouts, and picture cards.

Uniqueness:
Using a wealth of source materials, the course emphasizes inquiry skills and value clarification.

Content:
A study of the development of trends in European politics, economics, social organization, and patterns of thought.

Suggested use:
Semester course for use with social studies or world history courses; may be used separately or as part of the Holt Social Studies Curriculum for grades 9-12.

Target audience:
Average and above-average students in grade 10.

Length of use:
One semester.

Aids for teachers:
Detailed teacher's guide contains lesson plans and supplementary reading lists; test booklets also available.

Availability:
All materials available from publisher.

Director/developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University, Pittsburgh, Penn. 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The primary goal of the Holt Social Studies Curriculum (HSSC) is to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society"[Fenton, 1967, p. 3]. The emphasis on inquiry skills comes from the developers' belief that students need such skills to help them organize and assess the volumes of new information produced each day in our society.

The developers further contend that their curriculum is likely to encourage students to participate actively in the political process. listen to all sides of an argument before making up their minds, and display a willingness to assimilate new information.

1.2 Terminal objectives.

The developers specify certain skills and attitudes that students should achieve by the time they complete the course. These are divided into four major groups: inquiry skills, attitudes, values, and knowledge.

Inquiry skills. Theorizing that a "good citizen" must be able to separate truth from falsehood, the developers identified a six-step method of inquiry: (a) recognizing a problem from data; (b) formulating hyptheses; (c) recognizing the logical implications of hypotheses; (d) gathering data; (e) analyzing, evaluating, and interpreting data; and (f) evaluating the hypotheses in light of the data (HSSC, 1968, p. 9).

Attitudes. The developers expect that exposure to their program will encourage students to want to participate actively in public life, to hear all sides of a debate, and to make up their minds about an issue through "reasoned investigation" instead of relying on authority or prejudice.

Values. The course is designed to present controversial issues that challenge the values of the student and prompt them to clarify their values in light of evidence. The developers caution teachers that the goal here is clarification, not consensus.

Knowledge. Knowledge in four content areas is expected: (a) concepts basic to the social sciences, such as leadership, ideology, economic growth, and social class; (b) interests and needs of modern American students;

(c) present and past societies; and (d) the cultural life of a democracy. With this knowledge, students should be able to read books intelligently, view exhibits with understanding, and participate fully in the cultural life available today.

1.3 Detailed objectives.

Knowledge, inquiry, attitude, and value objectives are stated for each of the three sections in *The Shaping of Western Society*. For example, the following objectives are listed in the teacher's guide for the first section, "The Foundations":

Knowledge	To know that western beliefs in the dignity of man, brotherly love, and the rule of law originated in the ancient cultures of the Greeks, Hebrews, Christians and Romans.
Inquiry	Given concepts drawn from political science, economics, and sociology, to be able to state analytical questions that are based on each concept.
Attitude and Values	To be willing to accept a generalization only after evidence supports it. To clarify value positions about the nature of the good man and the good life.

Individual chapters within the three main sections list only knowledge and inquiry objectives. These are also stated in the teacher's guide, and the following, taken from a chapter on "Classical Heritage," typifies those for the rest of the course:

Knowledge	To know that the Greeks believed in a society that encouraged man to develop the full range of his potentials.
Inquiry	Given a dramatization of Greek life, to be able to state a number of hypotheses about Greek values.

CONTENT AND MATERIALS

2.1 Content focus.

The Shaping of Western Society is a study of change over periods of time emphasizing four aspects of Western society--economics, politics, social organization, and patterns of thought. After a short exercise in historiography introducing students to a historian's manner of doing things, the course begins an examination of change by inquiring into the classical foundations of Western values. Here, students learn how the values of ancient Greek, Hebrew, and Roman cultures influenced Western society. Readings and source material then guide the students through a study of Medieval Europe, the Italian Renaissance, the Protestant Reformation, the development of Parliament and the establishment of French absolutism, Sixteenth and Seventeenth Century Science and the market economy, and the French Revolution. During this examination of the development of Europe, students constantly see, through their readings, how one development led to another and how the values of man changed accordingly. From here the students examine the idea of equality, the forces behind nationalism and armed conflict, Russian totalitarianism, Nazism, and how these factors have affected the rest of the world.

2.2 Content and organization of the subdivisions.

The course begins with a short introductory chapter on the study of history. Here the student concentrates on a few key issues, among them: What does a historian accept as fact? What determines how he classifies facts into groups of related events? How does he develop and validate hypotheses? Each of the next fifteen chapters contains three readings and one historical essay. At least one of the three readings contains source material taken from newspapers, magazines, books, government documents, or other publications. A short introduction and study questions pointing out key issues raised in the materials precede the readings. The historical essay serves to link the periods under study and to summarize points made in the readings.

The readings are grouped into three sections: (a) The Foundations; (b) The Development of Europe; and (c) Europe and the World. The following are brief descriptions of the content of each section:

Section I. In "The Foundations," students explore two main periods: classical society and medieval society. Through readings on Athens in the Golden Age and excerpts taken from the *New Testament*, students learn that Western beliefs such as the dignity of man and brotherly love originated in Greek and Judeo-Christian heritages. Readings on medieval society analyze Charlemagne's government, the medieval economy, and the medieval social system. Students discuss what it was like to be medieval clergymen, nobles, peasants, and townsmen and develop hypotheses about the status of each. Using picture cards on medieval cathedrals, students divide into four groups and hypothesize how they would feel viewing the churches were they serfs and peasants, and then go on to discuss the relationship of the Church to medieval politics, economics, and values of society.

Section II. "The Development of Europe" traces Europe from 1300 to 1800. Beginning with the Renaissance through readings from *The Chronicle of Giovanni Villani* and on the Medici of Florence, students see a change in European attitudes developing with the rise of trade, urbanization, and the emergence of merchants. Source material from Martin Luther and John Calvin demonstrate new patterns of thought that were weakening the authority of the Church and establishing an intellectual atmosphere that encouraged freedom of thought. After reading the Magna Carta, students read of parliament under Edward I and use data on royal and military expenditures to hypothesize why the English political system was changing. In contrast to the development of Parliament, students next learn about French absolutism and Louis XIV. From here is traced the birth of modern science and the way the theories of Copernicus and Galileo were contrary to tradition, the emergence of the market economy using Holland as a case study, and economic growth in England and the beginnings of the Industrial Revolution. The section is concluded with a chapter on the French Revolution demonstrating that this revolution incorporated and accelerated many of the changes that had taken place during the preceding five hundred years.

Section III. "Europe and the World" begins with a discussion of the development of equality in the West. Students read passages from Cicero, St. Matthew, The Declaration of Independence, and the Communist Manifesto to determine the assumptions with which each author justified universal equality. Studying Tudor, Italian, and German nationalism, students learn how the force of loyalty to one's country affected these three locales. In a chapter on war and peace, students learn how two methods--balance of power and collective security--have been used to maintain peace and settle international differences since 1815. A study of Russian totalitarianism and German Nazism shows how people can be conditioned to authoritarian regimes and how quickly their lives change under one. In one exercise, students study data from pre-Nazi Germany, such as unemployment rates and elections to the Weimar legislature, and then develop their hypotheses about why Hitler came to power in 1933. The last essay deals with the diffusion of Western ideas to the rest of the world. Here students view a filmstrip on the impact of Western technology and discuss such issues as whether or not non-Western people can adopt Western technology without changing their culture, and what sorts of changes take place in villages once technology is introduced.

The sequence of readings for *The Shaping of Western Society* should be maintained for the sake of continuity. The developers suggest the teacher assign four readings per week and on the fifth day give tests, assign supplementary readings, study current events, hold individual conferences, or do anything else that reflects the needs and interests of the class.

2.3 Materials provided.

Student materials. The student text, *The Shaping of Western Society: An Inquiry Approach*, is a hardcover text containing 67 readings in 379 pages. Each series of readings consists an introduction, three or four study questions, and at least one piece of source material. Also in the student text are lists of supplementary readings for each chapter.

Objective tests are provided in a test booklet. Each test covers one chapter and contains multiple-choice and essay questions.

Teacher materials. The teacher's guide contains a lesson plan for each reading in the student text. The plans include the knowledge, inquiry, attitude, and value objectives for each reading as well as suggested discussion questions. The developers state that these detailed lesson plans are presented to help, not restrict, and that the teacher must decide how to make use of the suggestions. These guides also contain answers to the student tests as well as the texts of handouts, recordings, and transparencies.

A supplementary reading list is also provided.

An audiovisual kit, designed for use with the student readings, is also provided. This kit contains student handouts or duplicating masters of handouts, phonograph records, filmstrips, transparencies for an overhead projector, and picture cards. Instructions for using the audiovisual aids are found in the appropriate lesson plans.

A series of teacher-training films is also available from Holt, Rinehart and Winston, Inc. One of the series, "The Historian's Method of Inquiry," demonstrates how the historian classifies information, proves a hypothesis, decides what is fact, asks questions, and deals with mind set. The second series, "The Uses of Media for Teaching Inquiry in the Secondary Social Studies," shows teachers how to use transparencies, picture cards, simulation games, data banks, recordings, and filmstrips in teaching social studies.

2.4 Materials not provided.

All of the materials essential to teach the course are provided by the publisher. Supplemental reading material must be ordered separately from other publishers; a list of these publishers is provided by HSSC.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The predominant teaching strategy is a discovery-oriented but teacher-controlled technique the developers term "directed discussion." By directed discussion, the developers mean "the use of techniques and questions by which the teacher leads students through data toward generalizations"[Fenton, 1971, p. 21]. In directed discussion, teachers help students learn the steps in a proof process. Questions such as "What are the logical implications of your hypothesis?", "Where would you search for data to learn if you are correct?" and "Would this new information change your hypothesis?" continually challenge students to validate their claims and to rely on a scientific method of inquiry. In directed discussion, teachers use the study questions for the readings, the suggested questions in the lesson plans, and their own questions to prompt students towards the knowlege, inquiry, value, and attitude objectives of the course.

Other less frequently used strategies include recitation and also discovery exercises where students divide into groups and examine data and interpret material without teacher guidance.

3.2 Typical lesson.

The directed-discussion strategy described above is used for most lessons. By giving students cues in the form of questions, teachers help students use concepts in forming hypotheses, testing their generalizations, using a proof process, and in justifying their values. The lesson outlined below typifies this teaching-learning process. It is for Reading 54, "Modern War: Its Effects on European Attitudes." One knowledge objective for the lesson is to know how changing European attitudes questioned nationalism after the beginning of World War I. One of the inquiry objectives is "given photographs from World War I, the student will be able to state the relationship between the currents of modern history and the conduct of modern warfare."

In preparation for the lesson, students have read authentic excerpts from two German soldiers written to their parents in the early months of war, a selection from the novel *All Quiet on the Western Front* by German Erich Maria Remarque, and a poem by Wilfred Owen. These four short readings show two attitudes: nationalist fervor for war and a disgust for war's destruction of human dignity. These documents are used during class as examples of how German ideals were changing during the course of the war.

In class, students are shown a filmstrip, "The Nature of Modern War: World War I." There are twenty-seven frames in this filmstrip, varying from shots of Kaiser Wilhelm reviewing troops and Eton boys drilling with wooden rifles, to machine gunners with gas masks, Berlin after food riots, and Allied troops in trenches. After seeing the filmstrip, students are asked to write a hypothesis stating what aspects of modern life affected the conduct of World War I. The teacher asks several students to report what they have written and writes their hypotheses on the board. The filmstrip is then shown for a second time, the teacher pausing at the end of each frame so that students can modify or verify their individual hypotheses. The teacher does not try to guide the students to the correct answer but rather stimulates them to discuss the effects of advanced technology on war and the appeal of nationalism and ideological crusades.

This examination is carried further by directed discussion. Asking "What was the attitude of German soldiers early in the war?" and "Do their attitudes have any bearing on your hypotheses?" the teacher encourages the students to draw on the knowledge gained from the letters of the two soldiers and discuss the nationalist fervor of the young enlistees. The class then discusses the attitudes of Erich Maria Remarque and Wilfred Owen and how these men viewed war as a savage existence rather than a grand crusade for the sake of Germany.

The teacher than asks the students, "What hypotheses would you form about the nature of modern war and the attitudes of the soldiers who fought World War I from the evidence in this lesson?" Students develop their hypotheses and in a class discussion attempt to validate their generalizations. Throughout the discussion, students work on their hypotheses and generalizations and gain a practical understanding of the issue by listening to their fellow students.

In the classroom, the teacher's role has three parts: (a) reading the lesson plan and preparing for the activities; (b) leading the discussion in class; and (c) evaluating how well the students have mastered the materials, the proof process, and the method of inquiry. Additional activities may be helping students secure supplementary readings, suggesting research papers, or organizing the class for independent work.

The student's role varies with each lesson, but for the most part it consists of reading, group discussion, debate, writing, and recitation.

3.3 Evaluation of students.

The publisher provides multiple-choice and essay tests for each unit in the course. At the present time there are no instruments for evaluating the affective objectives.

3.4 Out-of-class preparation.

Teacher. Before class, the teacher should review the lesson plan for that day, read the student materials, and secure audiovisual equipment if a presentation is recommended. The developers also recommend that teachers familiarize themselves with the discussion questions so that they are not forced to read them from the teacher's guide.

Student. Students usually complete one reading a day and prepare for class discussion by answering the study questions preceding each reading. Additional outside work might be preparing written assignments or doing independent research on some topic of interest.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

A duplicating machine, filmstrip projector, overhead projector, screen and phonograph are the only special equipment needed.

4.2 Student prerequisites.

The Shaping of Western Society and the other courses in the Holt Social Studies Curriculum were adapted for typical students from the Carnegie Social Studies Curriculum for able students. Neither the developers nor the publisher have defined the term "typical." An independent analysis of the course by the members of the University of Colorado's Experienced Teacher Fellowship Programs, in cooperation with the Social Science Education Consortium in Boulder, concluded that "a strong verbal ability as well as a strong desire to deal with materials that are of scholarly nature"[Jordan, Weipart, and Williams, 1969, p. 8] are skills students should have to do well in the course. The analysis also states that the course should be used with students who fall in the upper levels of scholastic achievement and not where a low level of reading could cause considerable frustration to both students and teachers (Jordan, Weipart, and Williams, 1969, p. 20).

4.3 Teacher prerequisites and training.

The developers state that no formal requirements are necessary to teach the course, however the Colorado analysts state that teachers "should be trained in Western European history and have an excellent working knowledge of political science, economics, and sociology" [Jordan, Weipart, and Williams, 1969, p. 9]. Both the developers and the Colorado report agree that the course works best with a flexible, creative, and self-confident teacher, thoroughly schooled in the method of inquiry.

To help give teachers this confidence and knowledge, the developers provide resource books, films, and the detailed teacher's guide. No inservice training program has been developed for the course; however consultant services in such areas as teacher preparation, course development, and curriculum analysis are available from both the developer and the publisher.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Students				
Textbook	1 per student	Holt	$ 4.26	Reusable
Teachers				
Teacher's guide	1 per teacher	Holt	2.70	Reusable
Test booklet	1 per teacher	Holt	.93	Reusable
Audiovisual kit	1 per teacher/ school	Holt	124.50	Reusable

Recommended Supplementary Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Resource books:				
Teaching the New Social Studies in Secondary Schools	1 per teacher/ school	Holt	8.80	Reusable
The New Social Studies	1 per teacher/ school	Holt	3.08	Reusable

Recommended Supplementary Items (con't)	Quantity Needed	Source	Cost per Item	Replacement Rate
Teacher-training films:				
"The Historian's Method of Inquiry" (5 films)	1 set per school/ district	Holt	$ 90.00 475.00	Rental Sale[a]
"The Uses of Media for Teaching Inquiry"	1 set per school/ district	Holt	162.00 870.00	Rental Sale[b]

[a] Per film costs: $19.00 rental; $100.00 sale.
[b] Per film costs: $28.00 rental; $150.00 sale.

4.5 Community relations.

Introducing this program is probably no more difficult than introducing any new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the Holt Social Studies Curriculum believe that traditional social studies curricula do not meet the needs of contemporary students because they concentrate on a lecture approach, requiring students to assimilate volumes of facts and generalizations. They believe that there has been little attempt to teach students how to use all this new knowledge because much curriculum development has been at a local level where teachers are usually content oriented and not overly concerned with process. The developers also criticize teacher-developed courses because they often fail to incorporate contemporary research, knowledge, and learning theory.

The curriculum was developed to teach students inquiry skills which would help them organize the huge quantities of information produced each day. The project drew on theories from many scholars, among them Jerome Bruner, Benjamin Bloom, Robert Mager, Donald Oliver, and James Shaver.

5.2 Program development.

HSSC is based on an experimental four-year high school curriculum for able students, originally developed at Carnegie-Mellon University. This curriculum was revised for use by typical students before commercial publication through a contract with the original Carnegie staff and Holt, Rinehart and Winston, Inc.

The Carnegie staff designed *The Shaping of Western Society* and the other six HSSC courses in the same manner, each course following the same steps: designing and writing of materials by project staff, initial classroom trials to gather student and teacher feedback on the effectiveness of the materials and audiovisual components, a second classroom trial, and final revision. The project staff had hoped that the courses could be used with experimental and control groups in a four-year setting so that the same students would be exposed to all the courses. Time and budget constraints prevented this, but each course had at least a one-year trial, and most underwent a re-trial. The staff taught their own courses in these trials, recorded student comments, and observed student responses to the materials.

Before commercial publication, the courses were simplified in terms of vocabulary and phraseology. Some materials were replaced to make the courses more applicable to average students' needs and abilities.

5.3 Developer's evaluation.

The current revised edition of the Holt Curriculum has not been evaluated. The original Carnegie curriculum for able students underwent a classroom trial in five Pittsburgh public schools and standardized tests were administered to control and experimental groups. This trial will be summarized below.

Experimental and control groups were formed on the basis of random selection. The mean Otis I.Q. of the experimental group was 125 in comparison to the control's mean I.Q. of 126. *The Shaping of Western Society* course was field tested during the 1965-1966 school year in two of the high schools. The following tests were administered to 190 students; 112 experimental and 78 control:

1. *Social Studies STEP Test*--testing social studies skills and interpretive and analytical abilities.

2. *Iowa Test of Educational Development, Test 5*--testing ability to interpret and evaluate source materials.

3. *Test of Economic Understanding*--testing economic concepts.

4. *World History Test*--testing knowledge of Western civilizations.

5.4 Results of evaluation.

On all four tests, the difference between the mean gains of the experimental and control groups was not statistically significant. The World History Test results demonstrated that students scored as well after taking one semester of the experimental *Shaping of Western Society* course as did the control group who had two semesters of a standard European history course (Fenton and Good, 1967, p. 96).

5.5 Independent analyses of the program.

Two independent reviews have been conducted. One, done in February 1969, was by three teachers in cooperation with the Social Science Education Consortium, Boulder, Colorado. These teachers taught *The Shaping of Western Society* course to middle-class students of heterogeneous abilities. In addition to those comments listed in section 4.2 of this report, the analysts drew the following conclusions:

1. "The prepared tests were excellent in conception but wretched in execution"[Jordan, Weipert, and Williams, 1969, p. 22]. The analysts found the essay tests well done, but the objective tests ambiguous with more than one answer applicable.

2. With regards to the teacher's guide, . . . "it is both a boon and a block. It can be a boon to an unsure teacher, a block if the teacher cannot improvise"[Jordan, Weipert, and Williams, 1969, p. 24].

3. The analysts concur that the course should be supplemental and believe it needs a standard text as an accompaniment.

4. The analysts believe that the strategy of "letting the student make up his own mind" is not true. In many lessons, they see students told they are to make up their own minds and then being presented with "carefully staged" evidence upon which to base their hypothesis.

5. On the positive side, the analysts offer the following--"It is marvelous to see the entire West being born and brought to its current maturity by carefully planned use of selection and time. There is no doubt that the sweep of the selections and the time allowed for use of a unit will promote a far wider view of western civilization than is all too often the case" [Jordan, Weipert, and Williams, 1969, p. 25].

The second review of the entire Holt Curriculum, by Norris M. Sanders and Marlin L. Tanck, was published in the April 1970 issue of *Social Education*. Their main criticism was a lack of variety in instructional strategies and the fear that "modified discovery through directed discussion could become just as boring as too much exposition"[Sanders and Tanck, 1970, p. 401].

Sanders and Tanck recommend two uses for the Holt materials:

1. Use some or all of the courses with able students, adding a variety of instructional patterns; and

2. Select part of the materials for specific goals, such as teaching inquiry skills and value identification, or as enrichment materials [Sanders and Tanck, 1970, p. 401].

5.6 Project funding.

The Carnegie Social Studies Project, the forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U.S. Office of Education.

5.7 Project staff.

Project supervisors were John R. Coleman and Erwin Steinberg; John M. Good was the author. Co-directors included Edwin Fenton, John Soboslay, Howard Mehlinger, and John M. Good. Audiovisual director was Mitchell P. Lichtenberg and project evaluator was Alfred Hall. Consultants from various academic disciplines and the Pittsburgh public schools are too numerous to mention.

5.8 Present status.

At the present time (1973) Dr. Fenton and staff have contracted with Holt to prepare the second edition of HSSC.

The anticipated changes in the second edition are summarized in Dr. Fenton's *A Rationale for the Second Edition of the Holt Social Studies Curriculum* available from Holt, Rinehart and Winston, Inc. Five basic changes from the first edition are projected: (a) redesigning all textbooks to include both black-and-white and color photographs; (b) lowering of reading levels where they exceeded grade-level standards; (c) a new testing program including objective and essay tests, as well as a test designed to measure attitudes; (d) individual and group activity kits for each course designed to individualize the program and to stimulate creative abilities; and (e) revisions to reflect the latest knowledge about both the content and pedagogy of social studies (Fenton, 1971, p. 1).

The first HSSC course in the second edition, *Comparative Political Systems,* was published early in 1973. The next three courses in the series will be available in September 1973, with the remainder being published in September 1974.

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Jordan, R., Weipart, L., and Williams, R. *Curriculum Materials Analysis, The Shaping of Western Society.* Boulder, Colorado: Social Science Education Consortium, 1969.

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The Social Sciences: Concepts and Values

Prepared by:

Vicki Ertle

INTRODUCTION

The Center for the Study of Instruction, a division of Harcourt Brace Janovich, Inc., has produced a sequential curriculum for students in grades K-8 entitled *The Social Sciences: Concepts and Values.* The present review treats only levels seven and eight of this curriculum, which may be used with secondary students as easily as with junior high pupils.

The curriculum utilizes a social science approach to the study of man. Organized around key social science concepts, the program examines man as a social being and investigates the values that make him human. Students explore "patterns" of human life, from human individuals and groups to human culture, human policy making, human environments, and human production. Man's attitudes, settlements, and governments are also examined as themes of individual units.

The units consist of a wide variety of learning methods and teaching strategies. Students work independently, in groups of varying size and as a class. Each unit is designed to teach inquiry skills such as observing, comparing, and interpreting.

BASIC INFORMATION

Program name:
The Social Sciences: Concepts and Values, Levels 7 and 8.

Format:
Two hardcover textbooks, each containing six units, which may also be purchased as separate softcover mini-texts.

Uniqueness:
A social science approach to the study of man, incorporating the disciplines of psychology, sociology, history, geography, economics, anthropology, and political science.

Content:
Concepts presented in the course treat man as a social being and the values that make him human. These concepts and values are related to man's necessities--his psychological needs, economic needs, and needs for government. Units on culture, habitat, and environment are also presented.

Suggested use:
The materials are suitable for all social science courses. Units may be used as supplementary components of guidance courses, family living and environmental studies programs.

Target audience:
While the materials were designed as levels 7 and 8 of a K-8 curriculum, they are not limited to junior high. Many units are suitable for students up to grade 12.

Aids for teachers:
Detailed teacher's manuals contain concept statements for each unit, behavioral objectives for each chapter, and suggestions for activities, evaluation, and background information for parents.

Availability:
All student and teacher materials are available.

Director/developer:
Paul F. Brandwein/Center for the Study of Instruction/Harcourt Brace Jovanovich, Inc., Harcourt Brace Jovanovich Building, Polk and Geary, San Francisco, California 94109.

Publisher:
Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10017.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The Social Sciences: Concepts and Values seeks to develop such cognitive skills as the abilities to classify and analyze data, and to hypothesize solutions to problems. The investigations are inter-disciplinary; units explore the values of personal responsibility, responsibility for fellow man, and responsibility for government. The developers of the program hope that students who experience the courses will become educated adults who act from evidence and display reason, judgment, and compassion in their actions. The overall goal for the program is to produce responsible members of society.

1.2 Terminal objectives.

The developers state that levels seven and eight of the program are designed to "help the teacher and the student find out what information, concepts, and values the student already holds," and to help the student develop in the following ways:

1. Each student will develop in his ability to recognize and observe concrete evidence related to a concept, to make inferences and to generalize from that evidence about the nature of man and his social world.

2. Each student will develop in his ability to empathize with other people, observing their behavior as evidence of their concepts and values, and to make such observations from different perspectives.

3. Each student will develop in his ability to recognize the involvement and obligation of individuals to each other in everyday human situations, in the past and present, here and in other places [Center for the Study of Instruction, 1973, pp.3-4].

The developers also expect that by the conclusion of the program students will have become proficient in observing, classifying, comparing, inferring, generalizing, hypothesizing, speculating, and predicting the consequences of alternatives.

1.3 Detailed objectives.

Behavioral objectives for each chapter are listed in the Teacher's Manuals. The following objectives of the chapter on Man in Groups are typical of those for all chapters:

1. Given a description of a position in society at his own level of experience, he will identify that position by the behaviors required, and speculate on what is expected of a person holding that position and how the behaviors were learned.

2. Given the opportunity to plan his own methods of socialization for his own ideal society, he will identify needed status positions, the values behind each, and his degree of recognition of a system that is applicable to all [Center for the Study of Instruction, 1973, np].

CONTENT AND MATERIALS

2.1 Content focus.

Levels seven and eight focus on the study of man--first as an individual and then as a member of society. Students examine factors that influence man's social actions, and the functions of societies, such as economic systems and forms of government. An inter-disciplinary approach is used; units encompass the disciplines of psychology, sociology, history, geography, economics, anthropology, and political science. *Sources of Identity* concentrates on "patterns" in human necessities, experiences, behaviors, habitats, technology, and units. *Settings for Changes* expands these themes into case studies such as an investigation of crisis and response in Germany during the two World Wars and a study of urban growth, using Minneapolis-St. Paul as an exemplary case.

2.2 Content and organization of the subdivisions.

Each volume contains six units consisting of two to three chapters each. All chapters exhibit the following structure. A Beginning Probe of familiar events or actions opens each unit. Students use pictures to make inferences and to examine their attitudes on the subject. The Text follows, consisting of evidence from social science research. A section called At This Point in Your Study is next, which defines concepts that students use as bases for generalizations. Investigations next require practice at observing, describing, classifying, comparing, hypothesyzing, and analyzing. Many of these exercises employ previously defined concepts in divergent thinking tasks. Students then proceed to A Continuing Probe which provokes their curiosity about the evidence and ideas of the following chapter.

Four additional features characterize the conclusion of each chapter. Relating and Applying the Concepts again uses picture analysis to reinforce the concepts of the units. Concepts in Action calls on students to apply the key concepts of the chapter to real-life situations. Focus on the Concept presents new information, gives students the chance to identify familiar concepts in the new data, and provides practice at analyzing new problems in the light of familiar concepts. These sections range from narratives on foreign countries, to discussions of female/male roles, and to accounts by former slaves. The last section, Focus on the Social Scientist, is a series of short biographical reports that relate the contents of the unit to the work of particular social scientists.

The contents of each volume are summarized next:

Sources of Identity begins with a study of man as an individual; chapters explore his basic needs, his well being, causes of fear, and the influences of his experiences. The unit includes "Investigations into Body Language" and "Investigations into Independence." The next unit, Man As a Group Member, explores patterns of behavior and interaction, The family is studied, using examples from the South African Swazi, the Colonial American, and the Israeli kibbutzim. Norms and roles for men and women are also examined; one investigation asks students to use popular records and television shows to describe contemporary sex roles. Units on Man in Culture and Man as Policy Maker follow. Students examine man's patterns of adaption and belief and how he makes decisions and adaptation reacts to political influence. Various systems of government are explored and the South African system of apartheid is used as a case study of the absence of civil rights. The volume concludes with units on Man in His Environment and Man as Producer. "Patterns of Habitat," a chapter in Man in His Environment, investigates desert people, plains people, and uses Japan as an example of utilization of resources. Another chapter explores the earth's resources in which students record their consumption of food, drink and all other products, as well as the disposal of their discarded materials, during a twenty-four hour period. Man as Producer is an economic study of market and command economies, inventions and how they cause change, and cultural values in economies.

Man in Groups, the first unit of *Settings for Change*, explores family learning, reward systems for learning, modeling behavior, and leadership roles. Peer groups are studied in detail, with sections on how conformity and nonconformity are affected by peer pressure. The next unit, Man's Attitudes, examines influences on perceptions, beliefs, and attitudes. An Investigation into Attitude Measurement asks students to design an attitude scale and administer it to fellow classmates. The problems of prejudice and stereotypes and introduced by studying the results of an experiment in which a teacher told brown-eyed pupils they were more intelligent than the blue-eyed ones. Prejudices associated with male-female roles are also explored, as are techniques of advertising.

Students next study systems of government in a unit entitled Man's Government. The stock market crash of 1929 is used as a case study of economic crisis and government. In Man's Settlements students explore how climates affect settlements, examine culture's influence on technology, and investigate what makes a city grow. Man's Economic World introduces students to the problem of using resources efficiently. The economic interdependence of countries is explored as well as the problems of international trade. An Investigation Into Economic Power uses the plight of the California grape pickers as a case study of poor people struggling to improve their situations through economic means. In the last unit, Man's Changing Cultures, students consider what man needs to survive. The Australian aborigines are compared with the Northwest Coast Indians of North America. Chapters treat the influences of tools and cultural borrowing on changes in societies.

2.3 Materials provided.

Student materials. Levels seven and eight are available in two formats: (a) as two hardcover texts, or (b) as "mini-texts" in which each unit is separately paperbound. The hardcover texts have 496 pages and each "mini-text" has 88 pages.

Teacher materials. There is one teacher manual for each volume; instructions for the "mini-texts" are not individually available. The teacher's manual for each volume contains concept definitions for units and chapters; behavioral objectives for each chapter; a diagnostic activity to help teachers prescribe instruction most appropriately; activities to be completed out of class; suggestions for classroom techniques and group work, and recommendations for student evaluation.

2.4 Materials not provided.

All instructional materials necessary to implement the program are provided.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The different sections of each chapter provide for different teaching and learning styles. All chapters and sections share an inquiry approach to learning in which students conduct investigations with minimal guidance from the teacher. The following activities are employed: independent reading; independent research; small group reading, discussing or completing an activity; whole class discussion; and small group projects. The teacher is encouraged to create an atmosphere of openness and trust; practical suggestions are found in the teacher's manual. Role playing and cartooning are suggested as means of exploring situations or feelings that students may find uncomfortable.

3.2 Typical lesson.

The lesson described below is taken from *Sources of Identity (Level 8)*, Man as Individual (Unit I), Patterns of Necessity (Chapter 1). The learning sequence it follows is representative of the program and typifies the use of a variety of learning styles.

The lesson which focuses on how humans are similar, is the first of three lessons in the chapter. The chapter can consume two to three weeks of instruction time, depending on how thoroughly the class and teacher wish to use the many suggestions.

The study of man's needs begins when students examine photos of two men fishing, one for pleasure and one for food. Pupils answer questions such as, "What needs might each man be trying to satisfy?" Students then read the text which discusses primary needs and cites several experiments, such as one in which subjects were deprived of food and another in which a man remained awake for two hundred hours. Dreams, as primary needs, are also examined. Students next use the At This Point in Your Study section to review the major points of the text. Questions such as, "What do you need to stay alive?" "Does every individual behave in the same way to satisfy the same need?" and "How do you know when a baby is hungry or cold?" may be answered individually or in class discussion.

An Investigation Into Basic Needs asks each student to begin by investigating and observing the person she knows best--herself. For three days students are asked to keep a diary, recording the importance of food in their lives. They record when they eat, what they eat, and their thoughts about food. After they complete the diary they interpret the results, trying to identify patterns in their behavior. They compare their results with those of other classmates, synthesizing several diaries to find evidence relating to the hypothesis that individuals satisfy basic needs differently. Students later explore questions such as "What makes you like to be with your friends rather than with strangers?" and "Why do you want you parents to be interested in your day when you come home in the afternoon?" to probe the human needs for self-esteem and affiliation.

In this lesson, as in those from other chapters, teachers may extend an investigation by implementing suggestions from the teacher's manual. Teachers act more as guides to learning than as directors of students. They help when individuals cannot understand a concept, assist in class discussions, and observe pupils for purposes of evaluating programs.

3.3 Evaluation of students.

The developers suggest that teachers observe students performing the activities called for by each chapter; for example, picture analysis can demonstrate the skills of observing, measuring, and interpreting. Teachers are also advised to keep records as a cumulative account of the skills developed. When parents and school systems require grades, developers suggest students identify the characteristics in which a student is superior, those in which he is average, and those in which work is poorer than average. Teachers will find these and other suggestions for evaluation in the manual.

3.4 Out-of-class preparation.

Teacher. Teachers are expected to be familiar with the content of the student text, the activities that are introduced, and the learning abilities of the class.

Student. Suggested activities for work outside the classroom are found in the teacher's manual. These activities utilize resources such as television, community people, and fellow classmates.

IMPLEMENTATION, REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special requirements, although moveable furniture is desirable for small groupings of students.

4.2 Student prerequisites and training.

There are no special student prerequisites. The developers believe the materials will work well with students of all abilities because the activities provide many alternative teaching methods.

4.3 Teacher prerequisites and training.

There are no special teacher prerequisites, other than the willingness to create an open and honest classroom in which students are free to voice all opinions and feelings. Training is not necessary to implement the program.

4.4 Cost of materials, equipment, and services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Hardbound Version: *Sources of Identity*	1 per student	Harcourt Brace Jovanovich	$6.36	Reusable
Settings for Change	1 per student	Harcourt Brace Jovanovich	$6.36	Reusable
Softbound Version:				
The two volumes are divided into 12 booklets.	1 per student	Harcourt Brace Jovanovich	$1.44 ea.	Reusable
Teachers:				
Sources of Identity Teacher's Manual	1 per class	Harcourt Brace Jovanovich	$1.95	Reusable
Settings for Change Teacher's Manual	1 per class	Harcourt Brace Jovanovich	$1.95	Reusable

4.5 Community relations.

Introducing this program should be no more difficult than introducing any new materials into a school. The developers provide suggestions for introducing the program to a parents' meeting.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

An emphasis on concepts was chosen for the program because the developers believe that concepts are easier to remember, understand, and use than mere "facts." They hypothesize students do not retain the contents of fact-oriented courses, which are quickly antiquated by the knowledge explosion. They believe that a curriculum based on concepts will provide a framework into which new information can be fitted, understood, and retained. They state:

> A curriculum ordered on a conceptual basis is not rigid and unyielding. It promotes the flexibility and the accomodation to variety so necessary in the teaching of history and the social sciences (Center for the Study of Instruction, 1973, p.9).

They also believe that a conceptual framework accommodates several methods of teaching and is thus suitable for a variety of student ability levels.

5.2 Program development.

In 1967 the Center for the Study of Instruction was founded under the auspices of Harcourt Brace Jovanovich, Inc. Dr. Paul Brandwein and many other social scientists began to assemble a sequential program organized around key social science concepts and values. First drafts of all nine levels were prepared and submitted to teachers and behavioral scientists for their evaluations. The drafts were revised on the basis of recommendations, evaluated a second time by teachers and social scientists, and final production copies were then prepared.

5.3 Developer's evaluation.

In a preliminary study, a small group of teachers in the Diablo Valley Unified District in California test-taught sample units of the program, in 7th-, 8th-, and 9th-grade classrooms, in the spring of 1973.

5.4 Results of the evaluation.

The incomplete results listed here are based upon three seventh-grade, middle-track groups, using the 8th-level unit "Man's Attitudes"; two ninth-grade groups, rated "advanced," and "low average," using the same unit; and four seventh-grade groups (two average, two low reading level) using the seventh-level unit.

Three respondents reported that the materials captured student interest, provided good to excellent teacher guidance, and developed concepts clearly. A fourth teacher (ninth-grade classes) disagreed on these points and stated that the concepts developed seemed abstract and difficult for that group of students.

All respondents agreed that: (a) graphics were an important part of the material, deserving special attention in teaching; (b) teacher familiarity with the conceptual structure and objectives of the unit was necessary, and took some preparation time to achieve, (c) extra materials garnered by the teacher played an important role in deepening and extending the ideas, (d) reading levels were suitable or, in one case, too low for their students, and, (e) that the units lent themselves well to juxtaposition with other available social science materials. Observation served as a cross-check on some teacher reports, and generally verified teacher perceptions of the success or failure of the materials in their classes.

Evaluation is on-going, and no conclusions can justifiably be drawn from this small sample. The materials will be widely used in the school year 1973-74, and more controlled evaluation will be feasible.

5.5 Independent analyses of the program.

There has been no independent analysis done on *The Social Sciences: Concepts and Values.*

5.6 Project funding.

Harcourt Brace Jovanovich, Inc., has supported the Center for the Study of Instruction since it was founded in 1967.

5.7 Project staff.

Paul F. Brandwein is director of the project. The following people assisted in the research, evaluation, and writing of the materials: Nancy W. Bauer, Elizabeth Leonie Simpson, Jeanne N. Knutson, and Nancy C. Roark. Numerous social scientists, school supervisors, and teachers served as consultants to the Center.

5.8 Present status.

The staff of the Center for the Study of Instruction intend to extend the program through level 12. Sound filmstrips are also being developed for the K-8 levels, although no publication date has been announced.

REFERENCES

Center for the Study of Instruction. *Sources of Identity: Student Volume*. New York: Harcourt Brace Jovanovich, Inc., 1972

Center for the Study of Instruction. *Settings for Change: Teacher's Manual*. New York: Harcourt Brace Jovanovich, Inc., 1973.

Task Force On Ethnic Studies

Prepared by:

Vicki Ertle

INTRODUCTION

The *Task Force on Ethnic Studies* of the Minneapolis Public Schools is a group of six teachers who write, evaluate, and distribute supplementary units on ethnic studies and provide inservice training for teachers in elementary and secondary Minneapolis schools. The Task Force will provide, free of charge, one copy of each of its units to schoolpeople outside Minneapolis.

By spring of 1973 the Task Force had written and evaluated 14 units for grades 7 through 12. These units focus on blacks and Indian-Americans--their cultural history and traditions, their historical and contemporary relationships with whites in America, and their literature. Units are meant for two to four weeks' supplementary study within regular social studies courses. Some units are curriculum guides and others are collections of readings for teachers to use as springboards for class discussions. Such readings are usually taken from the writings of members of the minority group under study. Most units call for additional resources in the form of books, articles, films, and tapes. Units in preparation deal with Chicanos, Asians, and women's rights.

BASIC INFORMATION

Program name:
Task Force on Ethnic Studies (Minneapolis)

Format:
Short paper-covered supplementary units, each consisting of a curriculum guide for teachers and/or readings to duplicate for classroom use. Each unit is about 60 typewritten pages.

Content:
Ethnic studies of blacks and American Indians, with content ranging from African history to the Civil War to the civil rights movement; from case study of a frontier Sioux village to Indian poetry.

Suggested use:
Supplementary units for use with social studies courses; each unit from two to four weeks of study. The unit "Slavery" may also be used with secondary level English classes.

Target audience:
Students of all abilities in grades 7 through 12.

Aids for teachers:
Teaching suggestions, study questions, and additional references are included in the units. A separate unit is designed to educate teachers on the subject of contemporary race relations.

Availability:
Units described in this report are available in quantities of one each from the Task Force. New units are in development.

Director/Developer:
Christian K. Skjervold/Task Force on Ethnic Studies, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, Minnesota 55413.

Publisher:
Same.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The *Task Force on Ethnic Studies* was created by the Minneapolis Board of Education in 1968 and assigned to create supplementary teaching materials which would present an accurate view of multi-racial society in the United States. Accurate and objective information about cultural differences and conflicts is expected to underlie students' development of human relations skills. In 1970 the Board of Education adopted human relations guidelines defining quality education as educational experiences which teach basic reading, arithmetic, and language arts, and which also promote intercultural harmony.

1.2 Terminal objectives.

The authors within the Task Force expect students to gain knowledge about minority groups and also to learn to research and organize information and to learn to work in groups.

1.3 Detailed objectives.

The Task Force publication *Unit Summaries* lists objectives for each of the 14 units. For example, the unit called "The First Americans: The Dakota People" states six objectives, of which two are the following: (a) "The learner will show an understanding of the location, migration, and economic patterns of the historic Sioux nation;" and (b) "The learner will evidence an appreciation of the family life and spiritual nature of the Sioux people." One objective of the unit, "The Negro in the Free States: 1790-1860," states that students should "show how the white supremacy ideas held by most Northern whites kept the free Negro in a state of chronic inferiority."

CONTENT AND MATERIALS

2.1 Content focus.

Twelve units available for students in grades 7-12 deal primarily with American Indians and blacks. To focus these units on local issues, the Task Force wrote "Why Our Melting Pot Cooled Off," telling about the ethnic communities of the Minneapolis/St. Paul area.

2.2 Content and organization of the units.

Units about American Indians deal with the conflicts between white men and Indians on the frontier, a case study of the Sioux, contemporary problems of American Indians, and contemporary Indian poetry and stories.

Units focusing on blacks deal with an historic study of Africa, white racism and the civil rights movement, blacks in Northern states before the Civil War, the choices of integration, separation and liberation from a black perspective, and slavery. Students also study the differential treatment of individuals in "When Groups Meet" and learn about the various civil rights organizations in "Civil Rights Organizations: Leadership and Objectives." In "Afro-American Case Studies," students read selections written by black Americans that are taken from biographies, novels, and essays.

A fourteenth unit could be adapted from materials written specifically for teachers. "The New Mood of the Black American: Perspectives for Teachers" is designed to inform teachers on contemporary issues in race relations.

Instruction time for the units varies from two to four weeks, depending on how many of the teaching suggestions teachers use. The titles and grade level suggestions for the units appear below.

The Sioux Indian of Yesterday	Elementary/Secondary
Africa: Historic Past to Promising Future	7
Contacts on the Frontier	8
The New Mood of the Black American	9
The First Americans: The Dakota People	9
The Negro in the Free States	11
When Groups Meet	12
Which Way Black America?	Secondary
Civil Rights Organizations: Leadership and Objectives	Secondary
Afro-American Case Studies	Secondary
Why Our Melting Pot Cooled Off	Secondary
Contemporary Indian Poetry and Stories	Secondary
Slavery	Secondary
The New Mood of the Black American: Perspectives for Teachers	Teacher reference

All but the unit "Slavery" are designed for social studies. "Slavery" was written for both social studies and English classes. It contains many readings representative of the Civil War period.

There are two kinds of format. Some units are curriculum guides for the teacher, outlining concepts, facts, and student activities. These outlines are followed by readings that teachers duplicate and distribute to students. Other units are simply collections of readings for students, from which teachers generate discussion. For example, "Which Way Black Americans?" contains 20 articles written by such black men as Roy Wilkins, Senator Edward W. Brooke, and Whitney M. Young. Most units contain glossaries and bibliographies for additional reading and reference. Some contain study questions or worksheets for students and others have teaching suggestions or background readings for teachers.

2.3 Materials provided.

The Minneapolis Public Schools will supply school districts with one sample copy of each unit. These are paper-covered booklets averaging 60 single-spaced typewritten pages each.

2.4 Materials not provided.

Additional books, articles, films, and recordings are recommended for use with some of the units. Publication information is given for each resource.

CLASSROOM STRATEGY

3.1 Teaching-learning strategy.

The units prepared by the *Task Force on Ethnic Studies* project an inquiry approach to learning in which students' readings and activities are supposed to lead them to draw conclusions and form opinions. For the most part, teaching suggestions call for group discussions in which teachers act as guides and commentators. If misconceptions are expressed by students, teachers are to bring out additional points that students can use to correct or modify their initial conclusions. Many of the units call for student activities beyond class discussion. These activities include the preparation of reports, completing worksheets, and taking surveys. Teachers are not limited by the suggestions provided and are encouraged to create their own activities based on class interests and abilities.

3.2 Typical lesson.

Because the units vary, it is difficult to describe a "typical" lesson. Those units which consist of collections of readings and student study questions depend on the teachers' ideas.

Those units following a curriculum guide format include specific teaching suggestions. The following example, taken from "Slavery," is typical of this approach:

Section III of this unit contains four short narratives, all written by whites concerning their impressions of Southern slavery and plantation owners. Two of the four objectives for this section are student understanding "that whites reacted to slavery in a number of ways depending upon their background and their personal beliefs," and student skill "in identifying author bias and competence."

The section may be taught in one to five days, depending on how quickly the teacher wishes to progress. After the reading of each selection the teacher initiates discussion by students. For example, after reading the excerpt "A New York Reporter's Account," which details a brutal beating of a woman slave, the teacher asks, "How might the reporter's background and job affect his writing?" The discussion then centers around whether the story is a good account and whether it is a good source of information, considering the reporter's Northern bias and prior travels in the South.

To conclude the section, students are asked to rank the four narratives about slavery in order of how difficult it would be to prove them accurate or inaccurate. Students divide into small groups and then discuss their conclusions as a class. The lesson is designed to show that questions of fact are easier to prove than questions of attitudes, feelings, and opinions.

Throughout the lesson the teacher acts as an interpreter and discussion leader, interfering in class discussion only when clarification is needed. Students read, participate in class discussions, answer study questions, and carry out student activities suggested in the unit or planned by the teacher or themselves.

3.3 Evaluation of students.

Evaluation questions are not provided in the units. Presumably teachers may use the study questions found in some units as test questions.

3.4 Out-of-class preparation.

Teacher. Teacher preparation will vary. For units which provide only student readings, teachers will have to plan the lesson, prepare study and/or discussion questions, and plan for and secure any desired audiovisual or supplementary materials. Less preparation will be needed for units which provide either study questions, teaching suggestions, or teacher resource guides. In addition, teachers will have to devote some time to determining how to fit the units into their regular courses. Teachers will also have to arrange to have the student readings reproduced.

Student. Presumably, students are expected to read assignments at home and be prepared to discuss the material in class.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

Audiovisual equipment will be needed if the suggested films and recordings are used. Teachers should have access to duplicating machines for reproducing the student readings.

4.2 Student prerequisites.

The materials are designed for students of all ability levels, from upper elementary through high school age. The basic teaching strategy calls for group discussion. The program is not appropriate for students who cannot participate constructively in group activities and discussions.

4.3 Teacher prerequisites and training.

While the materials can be used by teachers with no prior training in human relations or ethnic studies, the *Task Force on Ethnic Studies* recommends that adopting schools consider the procedure followed in Minneapolis. Orientation and inservice sessions dealing with human relations/minority cultures are offered throughout the school year. Conducted by the Task Force, these sessions deal with a variety of topics that range from non-blacks teaching black history to the problems of integration. In many of these sessions, teachers are introduced to the units developed by the Task Force and their uses are discussed. Christian Skjervold, the administrator of the Task Force, suggests that schools using the Task Force units set up similar sessions and that they localize the units. Consulting help in arranging such inservice training is available from the Task Force.

4.4 Cost of materials and services.

All units are available on the following basis: Minneapolis Public Schools will supply, free of charge, one copy of each unit to interested schools. For additional copies special arrangements must be made with the Task Force. The units are written so that teachers need only one per class. For consulting on teacher inservice training, contact the Task Force.

4.5 Community relations.

Christian Skjervold reports that introducing the units into the Minneapolis schools created no special problems.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Beginning in 1967 the Minneapolis Board of Education stated its commitment to the teaching of the multicultural heritage of the United States. Guidelines were written expressing the school board's intent to provide human relations instruction. In 1970 these guidelines were expanded as the district intensified its efforts towards racial integration. (The student population is about ten percent black.) In these guidelines, the Board states:

> Lack of interracial contacts lead to fear, ignorance, prejudice, and racism. Students without interracial contacts will develop an inaccurate view of society and will be poorly prepared to participate effectively in a multi-racial community. To forego opportunities to educate students for a multi-racial society would be to fail them. Public Schools have the moral and educational obligation to deal deliberately and directly with the issues and problems of race . . . . [Minneapolis Public Schools, 1970].

To provide for multiracial learning opportunities, the Task Force was created to institute a program focusing on American ethnic groups, particularly those represented in the student population of Minneapolis schools -- blacks and American Indians. The study units were designed to be components easily absorbed into the existing social studies curriculum.

5.2 Program development.

When the Task Force on Minority Cultures was created in 1968, program developers were selected from among Minneapolis teachers who had expressed interest in preparing multiethnic materials. These teachers were relieved of their classroom duties and assigned full time to the Task Force. Black and Indian educators were members of or consultants to the Task Force. In 1970 special programs celebrating American Indian Week and Black History Week were instituted, and district hiring procedures relating to minority group teachers were reviewed and revised. At this time the Task Force changed its name to *Task Force on Ethnic Studies* and expanded its scope to include materials on Asians, Chicanos, and women.

5.3 Developer's evaluation.

All units produced by the Task Force are field tested in selected Minneapolis classrooms before being released to the entire district.

The developers' evaluation is based on teachers' opinions of the materials and is designed to answer the question, "Does the material work for your class?" After initial development, a unit is taught to selected classes. Often the unit is taught by a Task Force member, demonstrating to the experimental class teacher how the unit may be used. If the unit is approved for district-wide implementation, this classroom teacher will then demonstrate it to other teachers.

During the initial classroom teaching of a unit, the Task Force developer will ask teachers to fill out forms evaluating the unit, and will ask students to state their opinions of the readings and activities.

At the same time the unit is being evaluated in the classroom, the Task Force submits the unit for review by the Inter-Intra Cultural Education Advisory Committee. This committee consists of adult and student representatives from community and ethnic groups.

Based on the comments of both the field-test classrooms and the Committee, the unit is revised and then released to all Minneapolis teachers. The evaluation procedure is an ongoing process, however, as all units are accompanied by evaluation questionnaires for teachers. These questionnaires ask for revision suggestions, which the Task Force seriously considers and often incorporates in revised editions.

5.4 Independent analyses of program.

No such analyses have been done.

5.5 Project funding.

The Task Force is supported by the Minneapolis Public Schools. In 1968 a short three-month grant by the U.S. Office of Education provided for the purchase of additional materials.

5.6 Project staff.

Christian K. Skjervold is the Task Force Project Administrator. Authors of the units are Sue Odle, Louverne Williams, David Martin, Jack Moskowitz, Vern Smith, Beverly Glazer, Carl Johnston, James Van Drunen, Robert Beery, and Seymour Yesner.

5.7 Present status.

Currently the Task Force is completing units dealing with Chicano history. Units on Indian legends and women are scheduled for release in 1973. The units described in this report are still undergoing teacher evaluation. Units in ethnic studies, designed for elementary schools, are also available from the Task Force.

REFERENCES

Minneapolis Public Schools. Human Relations Guidelines for Minneapolis Public Education in the 1970's. Minneapolis: Board of Education, 1970.

Skjervold, C. K. *Unit Summaries.* Minneapolis Public Schools: Task Force on Ethnic Studies, 1972.

Tradition and Change in Four Societies
(Holt Social Studies Curriculum, HSSC)

Prepared by:

Vicki Ertle

INTRODUCTION

Tradition and Change in Four Societies is the fourth course in the Holt Social Studies Curriculum (HSSC), a four-year high school sequence for average and above-average students. *Tradition and Change in Four Societies* is designed as a one-semester course for tenth-grade students and may be used in sequence with or independently of the other HSSC courses.

The course is a study of four non-Western countries: The Republic of South Africa, Brazil, India, and China. For each country, students analyze the traditional society, examine the impact of Western influences, and explore one major contemporary problem. The first unit focuses on race relations in South Africa, the second examines race relations in Brazil, the third deals with economic development in India, and the final unit concentrates on totalitarianism in Communist China. Students read authentic source material, view filmstrips, complete student handouts, and use transparencies in classroom activities.

Inquiry skills, values, attitudes, and knowledge are emphasized. The developers' main goal is to help students become independent thinkers and responsible citizens, and much of the instructional strategy is devoted to directing students toward making generalizations and forming hypotheses.

BASIC INFORMATION

Program name:
Holt Social Studies Curriculum: *Tradition and Change in Four Societies.*

Format:
One hardcover student book and an audiovisual component kit that contains filmstrips, transparencies, and spirit masters for class handouts.

Uniqueness:
Heavy use of source materials; course emphasis on inquiry skills, a scientific proof process, and value clarification.

Content:
An examination of the traditional society, the impact of Western ideas and institutions, and one major contemporary problem of South Africa, Brazil, India and China.

Suggested use:
Four supplementary units.

Target audience:
Average and above-average students in grade 10.

Length of use:
One semester or four three-and-one-half week units.

Aids for teachers:
Teacher's guide containing lesson plans, possible student responses, and supplementary reading lists for student and teacher; test booklets and training films also available.

Availability:
All materials available from publisher.

Director/developer:
Edwin Fenton/Carnegie Social Studies Curriculum Development Center, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15123.

Publisher:
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

GOALS AND OBJECTIVES

As used here, "long-range goals" are goals which relate to the students' lives after they have completed the program; "terminal objectives" are objectives that students should achieve by the time they complete their study of the program; and "detailed objectives" are those to be achieved from studying the materials for a certain lesson.

1.1 Long-range goals.

The major goal of the Holt Social Studies Curriculum (HSSC) is "to help each student develop to the limit of his ability into an independent thinker and a responsible citizen of a democratic society" [Fenton,1967, p. 3]. The HSSC developers also contend that their curriculum is likely to encourage the following attitudes in such "independent thinkers and responsible citizens: active participation in the political process, willingness to listen to all sides of an argument in order to make up their minds according to a proof process rather than depending on emotion or some higher authority, and the desire to continue learning long after leaving the classroom" [Fenton and Good, 1967, p. 25].

1.2 Terminal objectives.

The developers specify certain skills and attitudes that students should achieve by the time they complete the course. These are divided into four main groups: inquiry skills, attitudes, values, and knowledge. They are summarized below:

Inquiry skills. Stating that the good citizen, like the historian or social scientist, must have skills with which to separate truth from falsehood, the HSSC staff identified the following steps in a method of inquiry suitable for the social sciences: (a) recognizing a problem from data; (b) formulating hypotheses; (c) recognizing the local implications of hypotheses; (d) gathering data; (e) analyzing, evaluating, and interpreting data; and (f) evaluating the hypotheses in light of the data [Ford and Judd, pp. ix-x].

Attitudes. The developers theorize that exposure to the program will encourage students to want to participate actively in public life, to hear all sides of a debate, and to make up their minds about an issue through reasoned investigation rather than relying on prejudice, emotion, or authority. In *Tradition and Change in Four Societies*, these attitudes are cultivated by requiring students to join in class discussions and by emphasizing a scientific proof process.

Values. HSSC presents controversial issues that are designed to challenge the students' values and encourage them to clarify their values and to resolve any value conflicts in light of new evidence. Teachers are cautioned that the goal is clarification rather than consensus, and the developers state that even if students leave the course with the same values they held at the beginning, they still will gain a better knowledge of themselves and of the world.

Knowledge. Knowledge in four main areas is expected: (a) knowledge of those concepts basic to the social sciences, such as leadership, ideology, economic growth, and social class; (b) knowledge relating to the interests and needs of modern American students; (c) knowledge of present and past societies; and (d) knowledge about the cultural life of a democracy. This knowledge should enable students to read books intelligently, view exhibits with understanding, and participate in the cultural life available today.

1.3 Detailed objectives.

Knowledge, inquiry, attitude, and value objectives are stated for each of the four units. For example, the following objectives are listed in the teacher's guide for the first unit, "Race Relations in the Republic of South Africa":

Knowledge:	To know that apartheid is the official policy of racial separation in the Republic of South Africa.
Inquiry:	Given historical and anthropological evidence about South Africa's racial and cultural groups, to be able to determine the values and unstated assumptions of these people.
Attitude and Values:	To develop a feeling of sympathy for and empathy with all peoples now living in South Africa.

Knowledge and inquiry objectives for individual lessons within each unit are also listed in the teacher's guide. The following, taken from Unit I, Reading 9, "The Culture of the Bantu," typifies such objectives:

Knowledge:	To know that traditions governed the major aspects of Bantu life.
Inquiry:	Given an anthropological description of Bantu life, to be able to translate these data from descriptive into analytical terms.

CONTENT AND MATERIALS

2.1 Content focus.

As its title implies, *Tradition and Change in Four Societies* deals with four non-Western countries--the Republic of South Africa, Brazil, India, and China. For each country, students analyze the traditional society, the impact of Western institutions and ideas, and one major contemporary problem.

2.2 Content and organization of the subdivisions.

The student text for *Tradition and Change in Four Societies* contains sixty-four readings, or lessons, arranged in four units. Each reading contains an article or at least one piece of source material taken from newspapers, magazines, books, government documents, or other publications. Each reading begins with a short introduction, followed by study questions pointing out key issues to be raised in the material. Essays at the end of each unit summarize major points.

In Unit I, "Race Relations in the Republic of South Africa," students begin their study of apartheid by reading a selection of laws passed by white governments in South Africa. After examining the official policy of separation, students analyze the development of society in the country, studying the various groups of people who settled in South Africa, from the Hottentots to the British colonial officials. Filmstrips, transparencies, and class handouts are used to point out the cultural and racial differences among these groups and the problems and prejudices that resulted when the groups came into contact with each other. The last six readings of the unit deal with apartheid in modern South Africa. Students read accounts of the Bantu on their reserves, descriptions of Africans in towns and cities, a defense of apartheid, and an attack upon this policy written by an African Zulu chief. The concluding reading questions the direction in which South Africa is going and raises such questions as: "Can apartheid exist in the modern world?" and "Can it continue despite the need for skilled labor?"

In Unit II, "Race Relations in Brazil," students examine another approach to the confrontation between two or more different cultural groups--amalgamation, or the physical or biological blending of peoples, through such measures as intermarriage, into a single, new cultural group. In the first part of Unit II, students concentrate on the institutions and values of the Brazilian Indians, the Africans, and the Portuguese, and what took place when each group made contact with the others. Readings on the plantation system, Brazilian legal and religious values, and miscegenation show how these all contributed to a tempered slavery and racial harmony. The second half of Unit II is an examination of race relations in modern Brazil and an analysis of the status of the *preto,* or black man, and speculates on his future. Students read case studies of life in three Brazilian cities to determine whether Brazilians are an amalgamated or assimilated society. The final reading summarizes racial discrimination in Brazil and speculates on the future of amalgamation.

Unit III, "Economic Development in India," is a study of a country that must advance economically to survive, yet one where economic advancement is hampered by the values of traditional village society. Readings, filmstrips, and class handouts are used to explain traditional India to students: they learn how caste regulations, Hindu beliefs, and Indian family structure all serve as barriers to economic progress. After learning of the traditional society, students move on to a study of the new India and the impact of British rule upon Indian economies. Passages from the writings of Gandhi and Nehru explain what British domination has meant to their country, while other readings show how industrialization and urbanization are changing traditional social and family structures and traditions. The last reading in the unit is a summary of economic development in India. The authors question whether India will be able to pass from a traditional society to a modern industrial world without using force and while remaining a democracy.

"Totalitarian Government in China," Unit IV, focuses on the government of Communist China. As in the other units, students first examine traditional society. In this case, they read the sayings of Confucius; the Chung Yung, or Doctrine of the Mean; and examples of Buddhist values. The traditional gentry and civil service classes are examined, as is the traditional village agriculture system. Students next read of the Western exploitation of China and how this contact contributed to the Chinese contempt for Western values, and also Chinese respect for Western technology. The revolt against the Manchu rulers, the rise of the Kuomintang, and the subsequent struggles between the Kuomintang and the Communists are explained as the new, Communist, China is introduced. In this last part of Unit IV, students read quotations from Chairman Mao, learn the decision-making process of the Chinese Communists, and study the history of the communes and Mao's attempt to increase industrialization. Chinese Communist foreign policy is analyzed and thought control of citizens is examined through Chinese short stories and plays. The last essay in the unit was written by the editorial staff of *Time* magazine nine months after the introduction of Mao's cultural revolution. In it, the editors speculate about China's past and future; in class, students do the same.

The authors of the course suggest that teachers assign four readings per week and, on the fifth day, give tests, assign supplementary readings, study current events, hold individual conferences, or do anything else that reflects the needs and interests of the class.

2.3 Materials provided.

Student materials. The student text, *Tradition and Change in Four Societies: An Inquiry Approach,* comes in a hard-cover edition that contains 64 readings in 349 pages. In addition to the introduction and study questions accompanying each reading, each of the four units contains supplementary reading lists.

Two tests on each unit are provided by the publisher. These tests alternate between multiple-choice and essay questions.

Teacher materials. The teacher's guide contains a lesson plan for each reading in the student text. Within each plan is a list of the knowledge, inquiry, attitude, and value objectives for each unit and readings, and also suggestions for discussion questions and possible student responses. In addition, the guide contains an answer key to the student tests, plus copies of the texts of materials in the audiovisual kit.

Supplementary reading lists are also provided. In addition to listing books on South Africa, Brazil, India, and China, this list includes materials on new approaches to social studies education. Two books by Edwin Fenton, principal HSSC author, are included. The addresses of publishers of the books listed as supplementary reading for students and not available from Holt are also provided to assist the teacher in ordering.

The audiovisual kit, designed to supplement the student readings, is also available for the teacher. This kit contains spirit masters for class handouts, filmstrips, and transparencies for overhead projectors. Instructions for using the audiovisual aids are included in the appropriate lesson plan in the teacher's guide.

Holt, Rinehart and Winston, Inc., also provides a series of teacher training films. One of the series, "The Historian's Method of Inquiry," demonstrates the scientific proof process emphasized in all HSSC courses. "The Uses of Media for Teaching Inquiry in the Secondary Social Studies," the second series, shows teachers how to use audiovisual aids in their classrooms.

2.4 Materials not provided.

All materials required to teach the course are provided by the publisher, with the exception of supplementary student readings which are available from other publishers.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The major teaching strategy of *Tradition and Change in Four Societies* is a technique the HSSC developers label "directed discussion." With this technique, teachers use questions to lead students through data toward generalizations. In directed discussion, teachers help students practice the steps in a proof process. Questions such as "What are the logical implications of your hypothesis?" and "Where would you search for data to learn if you are correct?" challenge students to validate their claims and to rely on a scientific method of inquiry rather than on guess or emotion. The study questions in the student text, the suggested questions in the teacher's guide, and teacher-developed questions are all intended to assist students in working toward the course objectives.

In addition to directed discussion, other strategies are used for some lessons. These include recitation, to check on homework assignments; short lectures; and discovery exercises where students divide into groups and examine data on their own, without teacher guidance.

3.2 Typical lesson.

The directed discussion strategy is used for most lessons. Through their questions, teachers help students use concepts in forming hypotheses, testing their generalizations, using a proof process, and in justifying their values in an intelligent manner.

The lesson described below demonstrates this technique. It is for Reading 9, "The New Society: The Impact of the British," from Unit III, "Economic Development in India." One of the knowledge objectives for the lesson is to know that technological changes in India spurred the growth of industry, cities, and population. An inquiry objective is: "Given pictures of British India, to be able to determine the impact of the British on India."

In preparation for the lesson, students have read an excerpt from Sir Percival Griffiths' *The British Impact on India*, a book that describes the impact of Britain on India's economy. The reading describes how the villages changed with increasing industrial development and how Western scientific programs reduced the death rate, thus raising the population.

In class, the teacher begins the lesson by asking, "What were the characteristics of the Indian economy before the arrival of the British?" Here students draw on knowledge from previous readings as they discuss the static village economy. Next, the class views a filmstrip on British India that contains such pictures as the Indian army, a railroad station, a munitions plant, a bank, and supporters of Gandhi with an Indian national flag.

After viewing the filmstrip, directed discussion continues with questions such as, "What was the impact of these technological changes on natural resources?" "What was the impact of technology on human resources?" and "How did all of these changes affect the Indian economy?" Class discussions continue as the teacher leads the students toward the knowledge objectives of the lesson.

The lesson is concluded with a writing exercise in which students must make a hypothesis about the relationship between Indian traditions and Western technology. The teacher asks several students to read their hypotheses to the class, while the other students suggest modifications.

The teacher's role consists of three main activities: (a) reading the lesson plan in advance and preparing for the discussion, (b) leading the class in discussion, and (c) evaluating how well the students have mastered the materials, the proof process, and the method of inquiry. Additional activities may include helping students secure supplementary readings, suggesting research papers, or organizing individual conferences.

The student's role may vary somewhat with each lesson, but usually consists of reading, group discussion, answering study questions, debating, writing, and recitation.

3.3 Evaluation of students.

The publisher provides two tests for each unit. The tests consist of multiple-choice and essay questions. At the present time, there are no instruments for evaluating the affective objectives.

Teachers are advised to evaluate students on the basis of class participation and response instead of relying solely on written tests.

3.4 Out-of-class preparation.

Teacher. Before class, the teacher should review the lesson plan for that day, read all the student materials, and secure any necessary audio-visual equipment.

Student. Students usually complete one reading per day and prepare for class discussion by answering the study questions in the student text. Additional outside work might be preparing written assignments or doing independent research on some topic of interest.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

These pieces of special equipment are required to teach the course: a duplicating machine, a filmstrip projector, screen, and overhead projector. Moveable furniture would be an asset for dividing the class into small groups for discussions or similar activities.

4.2 Student prerequisites.

Tradition and Change in Four Societies and the other HSSC courses were adapted for typical students from the Carnegie Social Studies Curriculum for Able (above-average) Students. Neither the developers nor the publisher have defined what they mean by "typical." The teacher's guide states that the course presupposes no specific knowledge on the part of the high school student.

4.3 Teacher prerequisites and training.

The developers state that no formal requirements other than accreditation are necessary to teach the course.

The project staff has developed resource books, films, and an extensive teacher's guide which they believe will give teachers the confidence and knowledge needed to teach the course successfully. No inservice training program has been created for the course, but consultant services are available from both the developer and the publisher.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Students				
Textbook	1 per student	Holt	$ 4.26	Reusable
Paperback units (4 total)	1 per student	Holt	$ 1.59	Reusable
Teachers				
Teacher's guide	1 per teacher	Holt	$ 2.34	Reusable
Test booklet	1 per teacher	Holt	$ .81	Reusable
Audiovisual kit	1 per teacher/ school	Holt	$105.00	Reusable

Recommended Supplementary Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Resource Books:				
Teaching the New Social Studies in Secondary Schools	1 per teacher/ school	Holt	$ 8.80	Reusable
The New Social Studies	1 per teacher/ school	Holt	$ 3.08	Reusable
Teacher-training Films:				
"The Historian's Method of Inquiry" (5 films)	1 set per school/ district	Holt	$ 90.00 Rental $ 475.00 Sale[a]	
"The Uses of Media for Teaching Inquiry"	1 set per school/ district	Holt	$ 162.00 Rental $ 870.00 Sale[b]	

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[a] Per film costs: $19.00 rental; $100,00 sale

[b] Per film costs: $28.00 rental; $150.00 sale

4.5 Community relations.

Introducing this program is probably no different than introducing any other new program.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The developers of the Holt Social Studies Curriculum believe that traditional social studies curricula do not meet the needs of contemporary students because they concentrate on a lecture approach, requiring students to assimilate volumes of facts and generalizations that are quickly forgotten. The HSSC staff believe that there has been little attempt to teach students how to use this new knowledge because much curriculum development has been at a local level where teachers are usually content oriented and not overly concerned with process. The developers also criticize teacher-developed courses because they often fail to incorporate contemporary research, knowledge, and learning theory.

The HSSC curriculum was developed to teach students a method of inquiry that would help them organize the vast quantities of information produced each day. The project drew on theories of many scholars, among whom were Jerome Bruner, Benjamin Bloom, Robert Mager, Donald Oliver, and James Shaver.

5.2 Program development.

The Holt Curriculum is based on an experimental four-year high school curriculum for above-average students, originally developed at Carnegie-Mellon University. This curriculum was revised for use by "typical" students before commercial publication through a contract with the original Carnegie staff and Holt, Rinehart and Winston, Inc.

All seven HSSC courses were originally intended to be prepared in the same manner, each following these steps: designing and writing of materials by project staff, initial classroom trials to gather teacher and student feedback, a second classroom trial, and then final revision. The project staff had hoped that the courses could be used in a four-year setting so that the same students would be exposed to all the courses, but development proceeded at a pace that did not allow this.

Time and budget constraints prevented some courses from undergoing both school trials, although all underwent a trial of some sort. The staff taught their own courses in these trials, recording student comments and observing student responses.

Before commercial publication, the courses were simplified in terms of vocabulary. Some materials were replaced to make the courses more applicable to average student needs and abilities.

5.3 Developer's evaluation.

The revised version described in this report has not been evaluated. The original tenth-grade Carnegie course for above-average students did undergo a formal field test in five Pittsburgh public high schools; standardized tests were administered to control and experimental groups. This field test is summarized below.

Experimental and control groups were formed on the basis of random selection. The mean Otis I.Q. of the experimental group was 125 in comparison to the control's mean I.Q. of 126. *Tradition and Change in Four Societies* was field tested during the 1965-66 school year; the following tests were administered to 190 students, of whom 112 were experimental and 78 control:

1. *Social Studies STEP Test*, testing social studies skills and interpretive and analytical abilities.

2. *Iowa Test of Educational Development, Test 5*, testing the ability to interpret and evaluate source materials.

3. *Test of Economic Understanding*, testing economic concepts.

4. *World History Test*, testing knowledge of western civilization.

5.4 Results of evaluation.

On all four tests, the differences between the mean gains of the experimental and control groups were very slight. The World History Test results demonstrated that students scored as well after taking one semester of the experimental course as did the control group who had two semesters of a standard European history course (Fenton and Good, p. 95).

A questionnaire administered to the students in the experimental group indicated that the emphasis on inquiry skills was the course's primary strength (Fenton and Good, p. 102).

5.5 Independent analyses of the program.

A review of the entire Holt curriculum, done by Norris M. Sanders and Marlin L. Tanck, was published in the April 1970 issue of *Social Education*. The main criticism of Sanders and Tanck was that the Holt materials lacked a variety of instructional strategies. They fear that "modified discovery through directed discussion could become just as boring as too much exposition" [Sanders and Tanck, p. 401].

Sanders and Tanck recommend two types of uses for the Holt materials:

1. Use some or all of the courses with able students, adding a variety of instructional patterns; and

2. Select part of the materials for specific goals, such as teaching inquiry skills and value identification, or use them as enrichment materials [Sanders and Tanck, p. 401].

5.6 Project funding.

The Carnegie Social Studies Project, the forerunner of the Holt Social Studies Curriculum, was funded by three grants from the U. S. Office of Education.

5.7 Project staff.

The author of *Tradition and Change in Four Societies* is Richard B. Ford. Project supervisors were John R. Coleman and Erwin Steinberg. Co-directors included Edwin Fenton, John Sobosly, Howard Mehlinger, and John M. Good. Audiovisual director was Mitchell P. Lichtenberg and project evaluator was Alfred Hall. Consultants from various academic disciples and the Pittsburgh Public Schools were also involved in development.

5.8 Present status.

Dr. Fenton and staff have contracted with Holt, Rinehart and Winston, Inc., to prepare a second edition of HSSC. The anticipated changes in the second edition are summarized in Dr. Fenton's *A Rationale for the Second Edition of the Holt Social Studies Curriculum*, available from Holt, Rinehart and Winston, Inc. Five basic changes are projected: (a) redesigning all textbooks to include both black-and-white and color photographs; (b) lowering of reading levels where they exceed grade-level standards; (c) a new testing program including objective and essay tests, as well as tests to measure attitudes; (d) individual and group activity kits for each course that are designed to individualize the program and to stimulate create abilities; and (e) revisions to reflect the latest knowledge about both the content and pedagogy of social studies (Fenton, 1971, p. 1).

The first HSSC course in the second edition, *Comparative Political Systems*, was published early in 1973. The next three courses in the series will be available in September 1973, with the remainder being published in September 1974.

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Trailmarks of Liberty

Justice in Urban America

Prepared by:

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INTRODUCTION

The Law in American Society Foundation (LIASF) has prepared a series of programs suitable for grades 4-12. The materials are intended to provide both interpretive and quantitative instruction on the American legal system; students learn what the legal system is, why it is that way, and what it means to them as individual citizens. By showing pupils the strengths and weaknesses of our judicial system, the LIASF staff hope to sustain the faith of young Americans in the U.S. system of laws.

The LIASF materials are represented by two major series: *Trailmarks of Liberty* and *Justice in Urban America*. *Trailmarks of Liberty* consists of three programs--"Law in a New Land" for grades 4-6; "Great Cases of the Supreme Court" for grades 7 and 8; and "Vital Issues of the Constitution" for grades 11 and 12. These courses provide background in legal and constitutional concepts, which is suitable for use in American history courses.

Although *Justice in Urban America* was originally written for ninth and tenth graders, it may be used in grades 7-12. The materials use over 100 legal cases to inform students about the six areas of law most relevant to the lives of urban citizens (e.g. consumer and criminal law).

In both series, a variety of student materials ensures active participation. Learning activities range from case studies to surveys and mock trials.

Detailed teacher's manuals are provided for both courses.

BASIC INFORMATION

Program name:
Trailmarks of Liberty series and *Justice in Urban America* series.

Format:
Trailmarks: three programs, one for each of three different grade levels, paperbound student booklets and decision supplements. *Justice* series: six paperbound student booklets.

Uniqueness:
The emphasis is on law and how it can be made to work for all citizens; both practical and constitutional law are studied.

Content:
Trailmarks: evolution of basic American principles and the causes of conflicts such as religious freedom and equal opportunity. *Justice:* law as it affects urban citizens, especially juvenile law, consumer law, welfare law.

Suggested use:
Trailmarks: supplementary units for use with American history courses in grades 4, 5, 6, 7, 8, 11, and 12. *Justice:* two-semester course in American history, problems of democracy, government, economics, sociology, and consumer education.

Target audience:
Trailmarks: grades 4-8, 11 and 12. *Justice:* grades 7-12.

Aids for teachers:
Detailed teacher's guides containing rationales, teaching suggestions and techniques, and teaching instructions are available for each course.

Availability:
All materials are available.

Developers:
Robert H. Ratcliffe/Director, Law in American Society Foundation,
29 South LaSalle Street, Chicago, Illinois 60615.

Publisher:
Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107.

GOALS AND OBJECTIVES

1.1 Long-range goals.

Believing that law is the primary tool by which citizens can deal effectively with an alienating environment, the developers of the Law in American Society Foundation (LIASF) programs have developed two major programs designed to provide both interpretive and quantitative instruction in the American legal system. The programs attempt to demonstrate to students what the legal system is, why it is that way, and what it means to them as individual citizens. The LIASF staff hopes to sustain the faith of young Americans in our judicial system, by providing students with an improved understanding of American democracy and showing them how individual rights and obligations are interrelated. The programs do not bypass the malfunctions of the legal system; but they concentrate on showing students how the law affects everyday life and what it can be made to do.

1.2 Terminal objectives.

The objectives for the *Justice in Urban America* series are divided into four major groups:

> Cognitive skills--students should learn to reason the lawyer-like way, e.g.,they should learn to comprehend laws, analyze given situations in legal terms, apply laws to these situations, and synthesize and evaluate the decisions in terms of moral, social, and related law considerations.
>
> Affective skills--students should develop a respect for the law, gain confidence in the legal way to handle social problems, and develop a system of values through examination of the problems of those who live in large urban areas.
>
> Process of inquiry skills--similar to the cognitive skills, the authors feel that students should utilize the inquiry process where they define problems, form questions, locate and classify information, evaluate ideas, and form generalizations.
>
> Knowledge about the major functions of law--students should identify acceptable and contradictory lines of behavior, learn who may legitimately apply force to maintain legal norms, understand how cases are settled, and observe how law is re-defined as the conditions of life change.

Specific objectives are not stated for the *Trailmarks of Liberty* series, although they may be inferred from the materials. Students should learn to accept value conflict as a normal part of our pluralistic society and should become committed to reason and compromise, as reflected in the judicial system, as the most effective way to resolve conflict.

1.3 Detailed objectives.

Behavioral objectives are not outlined for either program. Certain loosely stated objectives and "central questions" found in the teacher handbook for the *Justice* series could be expanded into behavioral objectives, if teachers wished.

CONTENT AND MATERIALS

2.1 Content focus.

Justice in Urban America focuses on the six areas of law most relevant to the lives of urban citizens: (a) the legal basis of a city's internal functioning (zoning, licensing, etc.); (b) the juvenile's legal status; (c) consumer law; (d) welfare law; (e) criminal law; and (f) landlord-tenant law. By using over 100 legal cases, rather than studying legal theory, students learn how the law works in everyday life and what it can be made to do.

The *Trailmarks of Liberty* series provides instruction on the evolution of America's most basic principles and the greatest causes of conflict: religious freedom, federal power, equal opportunity, and freedom of speech. Major periods of American history are touched on insofar as early legal cases are compared with modern ones; in this way students are expected to understand the dynamic and often controversial growth of constitutional law.

2.2 Content and organization of the programs.

Justice in Urban America was designed as a course for ninth and tenth graders, however, the developers state that the series can be used successfully with students in grades 7-12. The six student unit booklets are intended to be used in a two-semester urban civics course. Individual booklets may also be used as supplementary texts in American history, problems of democracy, government, economics, sociology, and consumer courses.

The LIASF authors state that the sequencing of the units is not fixed; however, it seems logical to begin with "Law and the City" which describes the functions of a city, because the unit presents the context for the urban problems discussed in the other five booklets. Similarly, "Crimes and Justice" appears to be a good conclusion to the series as the unit's mock trial draws on simulation skills developed in activities from earlier booklets.

The six paperbound booklets average 104 pages each. They contain case studies, questions, photographs, and graphics. Brief descriptions of the content of each of the six units follows:

"Law and the City" deals with the delicate balance between an individual's rights and the rights of a municipality. Major metropolitan problems are illustrated through summaries of court cases; these problems include pollution, megalopolitan sprawl, health and fire hazards, and eminent domain.

"Youth and the Law" focuses on the role of youth in the family, the school, and the community. Legal rights and duties of juveniles are explored, in addition to parental authority. The last chapter, "The Juvenile Court in Transition," explains the origin and procedures of the juvenile court and how U.S. Supreme Court decisions affect the juvenile correction system.

"Law and the Consumer" provides students with a realistic appraisal of advertising, the cost of credit, and fundamentals of sales agreements. Emphasis is on the legal rights and responsibilities of consumers, how consumers can protect themselves against illegal practices, when a consumer is entitled to legal redress, and how to obtain it.

"Landlord and Tenant" explains the rights and obligations of landlords and tenants; the major concept being that of fair balance between property rights and tenant rights. Typical lease and housing codes are reproduced as background for several case studies. The last section of the unit deals with purchasing a home and focuses on the dangers of the installment land contract.

"Poverty and Welfare" examines poverty and the welfare system from sociological and legal standpoints. Half of the unit explores the evolution of welfare showing statistical data on the extent and effects of poverty and outlines a history of attitudes towards the poor. The second half of the unit presents landmark cases dealing with the right to privacy and work and residency requirements.

"Crimes and Justice" explores society's historic need for rules, punishments, and procedures. Crimes and penalties are defined and the various types of sentences are explained. The right to counsel, impartial judge and jury, and search and seizure are also explored. At the end of the unit, students discuss the growth of crime and analyze its causes.

The *Trailmarks of Liberty* series is a phased program of supplementary texts providing background in legal and constitutional concepts for use in American history courses. The series is made up of three courses, one each for grades 4-6, 7-8, and 11-12 -- "Law in a New Land," "Great Cases of the Supreme Court," and "Vital Issues of the Constitution" respectively. The authors' original intent was to provide instructional materials in law education for students in grades 4-12; the *Justice* series was developed for grades 9 and 10.

Chapters in the *Trailmarks* courses are arranged to facilitate the integration of the material with the textbooks normally used in teaching American history. Each chapter begins with a legal case concerned with a major issue associated with a given historical period. For example, Chapter Two of "Law in a New Land" is entitled "Roots of Law in Colonial America." The chapter begins with a case study of the trial of Roger Williams, an early case involving the First and Fourth Amendment freedoms.

Teachers may also choose to present individual cases as they relate to a major topic such as equal opportunity, rather than concentrate on a specific period of history. Examples of ways to integrate the materials into established courses are described in teacher manuals.

There is one student casebook for each of the *Trailmarks of Liberty* courses. Casebooks are paperbound and average 127 pages. At each grade level, the series case studies examine the following major issues: freedom of religion; freedom of expression; search and seizure; the growth of federal power; slavery, citizenship, and the vote; equal opportunity; and the rights of the accused. "Law in a New Land" presents 14 simplified cases, while "Great Cases of the Supreme Court" and "Vital Issues of the Constitution" each present over 40 landmark cases.

Questions designed to build skills in analysis, synthesis, and evaluation follow each case study in all three courses; there are also many inquiry activities designed to show practical applications of the law.

2.3 Materials provided.

Student materials. *Justice in Urban America* series: student materials consist of six large paperbound booklets containing summaries of actual court cases, hypothetical court cases or situations, graphic data, reprints of legal documents, questions and suggested activities, and instructions for mock trials and other simulations.

Trailmarks of Liberty series: student materials consist of one student casebook per course. In each paperbound casebook, outlines of landmark legal cases are preceded by historical background sections and followed by questions and activities. For the junior and senior high courses, "Great Cases of the Supreme Court" and "Vital Issues of the Constitution," U. S. Supreme Court rulings are printed as separate supplements to the student casebooks. After the class has discussed the rulings in detail, teachers may distribute handouts describing them; or the handouts may be distributed early for individual research.

Teacher materials. *Justice in Urban America:* A teacher's handbook contains the project rationale, instructional objectives for the entire series, a discussion of teaching techniques, instructions for teaching all six units, and detailed instructions for conducting a mock trial.

Trailmarks of Liberty: There is one teacher's manual for each of the three courses. The manuals offer an explanation of the course and a description of its components, practical inquiry strategies, sample lesson plans, and bibliographies for teacher use and enrichment.

2.4 Materials not provided.

No written student tests are provided for either series.

CLASSROOM STRATEGY

3.1 Teaching-learning strategy.

The authors of the LIASF programs base their instructional strategy on an inquiry process because it is similar to the way by which the Anglo-Saxon system of laws evolves. They contend that students who are given the opportunity to reason about legal issues will learn how laws are made and changed and come to appreciate law as an important means for solving one's problems. In the programs students are asked to define problems, formulate questions, evaluate ideas and speculate about the outcomes, and arrive at generalizations based on evidence, rather than memorize legal theory and facts.

Case studies, stories, and graphics are provided to stimulate interest, and a variety of learning activities is suggested in both courses--survey taking, questionnaire preparation, mock trials, and fact-finding, involving groups of students who gather information from others in the school or community. Group discussions and individual and small group research are also prescribed.

The LIASF staff see the teacher's role as "counselor and consultant rather than as commander" [Ratcliffe, *et al*, p.12]. Teachers ask open-ended questions, setting the stage for discussion of controversial issues, but they must guard against rote teaching of values, or emphasis on finding "right" answers that may not exist.

3.2 Typical lesson.

Activities vary from unit to unit and series to series. All lessons involve some sort of teacher questioning in open-ended form, followed by discussion. Students then usually read for more information or participate in activities intended to demonstrate practical applications of the issues studied. The following lesson description, from the "Law and the City" unit in the *Justice in Urban America* series, describes typical activities of both the *Justice* and *Trailmarks* series.

Students begin the unit by reading excerpts from statements by Presidents Kennedy and Johnson on the problems of cities. After next reading about a hypothetical city and its government, finances, social and labor problems, and schools, students discuss such questions as "How do you decide which group to please?" and "What obligations do you owe your fellow citizens?" They form six groups, each representing a city commission--traffic, morals, liquor, zoning, health, and human relations. Each group reads background information on the duties and powers of its commission, studies a hypothetical problem which the commission is attempting to resolve, and attempts to reach a decision. Finally, each commission spends one class period explaining its decision to the class.

3.3 Evaluation of students.

Neither paper-and-pencil tests nor suggestions for preparing them are provided. The developers recommend that teachers judge whether students really understand the material presented by evaluating their performance in course activities. Grades could be based on the students' performance in class discussion and on homework assignments.

3.4 Out-of-class preparation.

Teacher. Before each lesson, teachers should review both the student text and the teacher's handbook or manual, duplicate any special required materials from the handbook, and order any of the audiovisual aids that are suggested in teacher bibliographies.

The sample lesson plans in the *Trailmarks* teacher's manuals are far less complete than the detailed instructions in the handbook of the *Justice* series. Teachers using the *Trailmarks* materials will probably want to spend more time planning their daily lesson procedures.

Student. Homework assignments are left to the teacher's discretion. Assignments may be taken from the suggested student activities.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

No special facilities or arrangements are required. However, moveable furniture would be an asset when dividing the class into small discussion groups.

4.2 Student prerequisites.

Both courses were written for students of average abilities in grades 4-12. While the *Justice in Urban America* series was written primarily for urban students, pupils in suburban schools should benefit by the exposure to problems they may not have encountered.

4.3 Teacher prerequisites and training.

No special educational background or experience is required to teach the courses. The developers believe inservice training is unnecessary because of the extensive teacher manuals. They do feel, however, that training or prior experience with the inquiry method of teaching is important. Since 1966, LIASF Summer Teacher Training Institutes have offered substantive programs in law and in educational methods. Teachers desiring a more intensive course in law education and related methodology should contact LIASF's National Center for Law-Focused Education for additional information concerning the summer institutes. The address is the same as that of the Foundation.

An unstructured classroom environment characterized by vocal discussion--and dispute--is vital to the success of these programs. Teachers must feel comfortable with a curriculum that de-emphasizes factual knowledge and in which there are often no "right" answers.

4.4 Cost of materials.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Justice in Urban America	1 per student	Houghton Mifflin	$1.20*	Reusable
Teacher's guide	1 per class	Houghton Mifflin	$1.35	Reusable
Sample kit (six booklets and Teacher's guide)		Houghton Mifflin	$5.40	
Trailmarks in Liberty:				
1. "Law in a New Land"--				
Student casebook	1 per student	Houghton Mifflin	$2.22	Reusable
Teacher's guide	1 per class	Houghton Mifflin	$1.65	Reusable
2. "Great Cases of the Supreme Court"--				
Student casebook	1 per student	Houghton Mifflin	$2.25	Reusable
Decisions supplement	1 per student or 6 per class	Houghton Mifflin	$ .45	Reusable
Teacher's guide	1 per class	Houghton Mifflin	$1.95	Reusable
3. "Vital Issues of the Constitution"--				
Student casebook	1 per student	Houghton Mifflin	$2.58	Reusable
Decisions supplement	1 per student or 6 per class	Houghton Mifflin	$ .81	Reusable
Instructor's guide	1 per class	Houghton Mifflin	$1.77	Reusable

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* Set of six booklets may be ordered together at $5.70.

5.4 Community relations.

Introducing these programs should be no different from introducing any other new program in the schools.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The authors of the LIASF programs initiated their own version of law education courses because they felt that traditional attempts to instruct students about the law left much to be desired. In addition they saw the recent marked decline in respect for the law as symptomatic of citizens misunderstanding the American legal heritage. They believed that students must realize that our constitutional form of government is both flexible and pragmatic and must regard law as a viable means for resolving society's conflicts.

5.2 Program development.

Beginning in 1963 a group of educators, bar association members, federal judges, and law enforcement personnel met several times in Chicago, verifying the need for an effective program in legal education. Their recommendations led to the creation in 1965 of the Law in American Society Foundation, sponsored jointly by the Chicago Bar Association and the Chicago Board of Education.

All materials developed by the Foundation pass through the following stages: initial drafting by participants in a summer institute; editing and revision by project editorial staff; trial teaching in urban Chicago schools; evaluation of field test results; revision on the basis of these results; and commercial publication.

5.3 Developer's evaluation.

While the materials for both the *Justice* and the *Trailmarks* series underwent field tests, evaluation data is available only for *Justice in Urban America.*

The *Justice* series was field tested in ninth-grade classes in Chicago's Title I-supported schools during 1968-69 and 1969-70. Pre- and posttests were administered to students working with the experimental materials and also to a control group. Classroom observation, teacher-evaluation seminars, and teacher questionnaires were also used.

The tests were designed to determine whether the materials improved the students' knowledge and understanding of the concepts covered in the course. An opinion panel was used to determine if the materials led the students to form more positive opinions about the legal system.

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5.4 Results of evaluation.

Test results are available from the 1969-70 evaluation. Experimental groups demonstrated major gains over the control group on the cognitive tests. In the opinion poll, the experimental group did not show significant gains, and the control group did not change at all. The developers believe that a possible cause of the insignificant gains in the opinion panel was a result of the panel's not reflecting closely enough the topics covered in the course.

5.5 Independent analyses of the program.

Two independent analyses of the LIASF programs have been published. The first appears in the April 1970 issue of the journal *Social Education*. The reviewer believes that the programs have many strong points. He states that many of the cases have human interest and are relevant enough to maintain student involvement, that "these are real people in real problems" [Sanders and Tanck, p. 442]. The reviewer also lists several problems which he believes schools using the materials should anticipate: (a) some teachers will find it hard to avoid beginning instruction with an explanation in the traditional manner; (b) a few weeks of study before beginning the course would be helpful since few teachers have a legal background; (c) there may be a problem in the amount of reading required; and (d) the teacher's manuals may list some answers to subjective questions, preventing students from making actual choices.

In another review, the November 1972 issue of *Social Education* offers these observations on the *Justice* series:

> The six major topics and related subtopics within each booklet offer many opportunities for student and teacher selection of appropriate content. . . . The flexibility of the six-booklet format, plus the thoughtful arrangement of content within each booklet, make these materials useful for curricular purposes.... A real-world emphasis is reflected in both the printed and the photographic content and the treatment of various topics [Social Science Education Consortium, p. 756].

5.6 Project funding.

Until 1969, the Foundation received a grant from the U.S. Office of Education, under Title I of the Elementary and Secondary Education Act. Since then the Foundation has been operating on donations and support from various state agencies and foundations.

5.7 Project staff.

Project staff includes law and education professors, teachers, social workers, lawyers, and judges. Robert H. Ratcliffe is the director of the Law in American Society Foundation and served as director and general editor of both series, supervising the work of numerous staff authors, researchers, and consultants.

5.8 Present status.

The LIASF staff is currently working with Houghton Mifflin on revising the *Justice in Urban America* series. The revised version is expected to be released sometime in 1974.

Other projects. Two other series have been developed and are in various stages of completion. One, the Teacher Handbook Series, offers three models for staff training in law-focused education. These models are based on experiences at LIASF Summer Teacher Training Institutes and are designed to be used as inservice training. Currently, there are three handbooks, "Law-Focused Education in the Elementary School," "Urban Law Concepts for the Junior and Senior High School," and "Constitutional Law in the Junior and Senior High School." Handbooks may be purchased directly from LIASF.

The second series, expected to be published by January 1974, consists of 18 audiovisual kits, each with 30 to 50 slides, cassette tapes, and teacher guides. Contact the developers in late 1973 for details. In the meantime, the Law in American Society Foundation has a limited supply of the experimental form of the guides which they will distribute free of charge; the audiovisual materials can be borrowed at no charge.

The Foundation also sponsors the National Center for Law-Focused Education, created in 1972 with a federal grant to establish a nationwide program of law-focused education. Its purpose is to train teachers through summer institutes and to develop and distribute new law-related materials. The Center publishes the *Journal of the National Center for Law-Focused Education* with articles by specialists in law or by teachers using law-focused materials. Teachers wishing to be placed on the mailing list should contact the Law in American Society Foundation.

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University of Georgia Anthropology Curriculum Project

Prepared by:

Vicki Ertle

INTRODUCTION

In addition to materials developed for *A Sequential Course in Anthropology*, K-7, the University of Georgia Anthropology Curriculum Project has produced a number of supplementary units suitable for students in upper-elementary grades through high school. This report is a description of the supplementary units, all of which take from two to five weeks of instruction time. These units are: *Life Cycle, Language, Political Anthropology, and Race, Caste, and Prejudice.*

Life Cycle is suitable for students in grades 7-9. The developers hope that this unit, which focuses on the physical and cultural development of men, will help teenagers make their own transition into adult life. *Language*, for students in grades 6-8, is a detailed introduction to the development of language intended to help students understand the significance of language to mankind. *Political Anthropology*, for grades 8 and 9, is a study of social control. Students are led to conclude that, without social control through the form of laws, there can be no social order. The last unit, *Race, Caste, and Prejudice*, for high school use, explores regional and historical discriminatory practices that evolve from physical and cultural differences.

Student texts are provided for each unit, but there is no detailed teacher's manual for any of the materials. Suggested activities, review questions, and resource materials are given, but it is the authors' intention that teachers and classes together adapt the materials to fit their various needs.

BASIC INFORMATION

Program name:
University of Georgia Anthropology Curriculum Project.

Format:
Supplementary units for the social sciences, each averaging from 2-5 weeks instruction time. Most units include student texts and teacher materials.

Uniqueness:
Supplementary instructional materials designed to introduce anthropological study into existing social studies courses.

Content:
Each of the units focuses on one major topic. Topics include the following: (a) the physical and cultural development of man; (b) the development and significance of language; (c) social controls in the form of laws; and (d) the study of racial, social, and ethnic prejudices.

Suggested use:
Supplementary units for use with social studies courses.

Target audience:
7-12

Aids for teachers:
Teacher materials vary with each unit. All units contain review questions for teacher use in class discussions. For two units, *Life Cycle* and *Language*, the developers prepared books entitled "Teacher Background Material" which provide a content base for the instructor. For *Race, Caste, and Prejudice*, there is a combination Teacher's Guide and Student Guide. Materials for the fourth unit, *Political Anthropology*, do not include a teacher's guide or a teacher background material book.

Availability:
All materials are available from the project.

Director/developer:
Marion J. Rice and Wilfrid C. Bailey, Anthropology Curriculum Project, University of Georgia, Margaret Hall, Athens, Georgia 30601.

Publisher:
Same

GOALS AND OBJECTIVES

1.1 Long-range goals.

The materials written for the Anthropology Curriculum Project reflect their authors' belief that it is important to introduce the essential concepts of anthropology to students at an early age, so that they may learn to live more effectively in today's society. Believing that the contribution anthropology has to make to an understanding of all men is usually obscured in the public school system, the major goal of the Project is to help students learn basic and essential concepts of anthropology so that they may apply this knowledge to productive, effective daily life styles.

1.2 Terminal objectives.

General objectives may be inferred for each of the four units:

Life Cycle:	To acquaint students with the different ways men live and the reasons why men have different behavior patterns, based on an understanding of their physical and cultural development.
Language:	To introduce students to the importance of the study of language, its development, and its significance to men.
Political Anthropology:	To show students how social controls in the form of laws help men live together effectively.
Race, Caste, and Prejudice:	To reduce the prejudice that exists in junior and senior high students toward racial, social, and ethnic groups by providing knowledge about physical and cultural differences.

1.3 Detailed objectives.

Detailed objectives are written for the *Life Cycle* unit only. Examples of these objectives follow.

1. To list the variety of factors that influence the continuum of human life.

2. To identify the similar and different ways in which man in various cultures views and treats requirements posed by the continuum of human life.

3. To identify and make use of methods employed by anthropologists in the study of the life cycle, and to identify some of the ways in which the life cycle is used by anthropologists in their interpretations of man and his culture [Persing, Bailey, Kleg, 1969, p.vii].

The knowledge and skill objectives of the other three units are implied through the student activities and discussion questions. Most of these activities and discussion questions require application of skills in making comparisons, interpreting data, and in problem solving. For example, Chapter Nine, "Law As An Instrument of Social Change," part of *Political Anthropology*, lists a number of questions that students should be able to answer and discuss upon completion of the chapter. These include:

1. What do we mean by "equal protection of the laws"? Where do we get this principle as applied to what States do?

2. In this chapter two case studies have been made of law as an instrument of social change. Give some examples of other changes in the law which led to changes in the behavior of groups of people [Rice, pp. 76, 78].

The other units contain similar discussion questions but do not contain specific objectives. In most cases teachers must infer what skills and knowledge the materials are trying to teach.

CONTENT AND MATERIALS

2.1 Content focus.

The Anthropology Curriculum Project supplementary units emphasize three major areas of anthropological study: physical, cultural, and linguistic. In *Life Cycle* students concentrate on the physical and cultural development of man in cyclical patterns illustrated by four different cultural groups: the Tiv of Africa, Balkan peasants, the Chinese, and the Americans. Project developers consider language development among man's most important assets and therefore have devoted an entire unit to the study of linguistics. *Language* explores the nature and development of language, how scientists study language, and the significance of language to man. Law, social control, and culture are examined in *Political Anthropology*. Students learn how law is a means of social control and that without social control there can be no social order. *Race, Caste, and Prejudice* surveys the regional and historical discriminatory practices that evolve from physical and cultural differences. Though social class and caste are described as worldwide phenomena, special emphasis is given to the problems arising from the racial and religious prejudice in the United States.

2.2 Content and organization of the units.

Life Cycle, designed for junior high students in grades 7-9, is intended to take no more than five weeks instruction time. Originally designed as the last component of the sequential program the Project developed for grades 1-7, *Life Cycle* may be used independently of those materials. The content is divided into six chapters, plus a summary of the chapters. The first two chapters introduce students to the study of anthropology and the methods of anthropologists. Students learn that there are three ways of studying the life cycles of people in the field--observation, participant observation, and questioning. They also learn of factors such as race, prenatal environment, culture, and infection that can influence the biology of life. Chapter 3 briefs students on the cultural background of the four groups they will study: middle-class Americans; the Tiv, a tribal group in Africa; Balkan peasants; and Communist Chinese. The next three chapters explore the life cycle of each group: infancy, childhood and adolescence, and adulthood and old age. Through this study, students learn that men everywhere experience common life cycles and that the differences among groups result from man's learned behavior--his culture.

Appendices contain review questions, suggested student activities, resource material in the form of books and films, and vocabulary charts for each chapter. Activities vary from independent activities where students take field notes on peoples' daily activities, devise questionnaires to do the same, do research papers and write to pen pals, to class activities such as making an artifact or vocabulary bulletin board for the classroom.

Language, designed for students in grades 6-9, may take from two to three weeks to complete, depending on how many of the student activities the teacher and class decide to undertake.

The student text is divided into five chapters, each containing a short summary and a list of related activities for students. The first chapter introduces the student to the study of language by explaining its significance in enabling men to communicate and to share with others a common culture. How language affects our lives is the subject of the second chapter. Here students learn of the relationships between language, culture, and social institutions. In Chapter Three, students learn the organs of speech, the origins of language, a working definition of language, and characteristics all languages have in common. Linguistics as the scientific study of language is explained in the next chapter, while the last chapter of the unit concentrates on how and why language is always changing. In this last chapter, students see how inventions, borrowing of words, changes in pronunciations, and changes in word meanings all result in an ever-evolving language.

Activities listed at the conclusion of each chapter range from group to individual. Groups activities include charades, and communicating without language common experiences such as letting others know that you are ill. The individual activities are more varied and include making tapes of infants and comparing their sounds with those of the students, making lists of abstract ideas and "hippie" words, and holding a candle in front of one's face while repeating the words "push and pull" and "dog and dig" and noting the difference in the candle flame.

Political Anthropology, a unit designed for eighth and ninth graders, should take from two to five weeks of classroom time, again depending on the interests of both teachers and students.

The unit is divided into eleven chapters. Preceding each chapter there is a list of key words and phrases as well as study and review questions. Chapter One is an examination of values and culture. How these values are internalized and socialized into a social order is the subject of Chapter Two. In the next three chapters students explore social control, deviation from group values as viewed through the problem of homicide in various groups, and the relationship between social control and laws to protect individuals. Chapters Six through Eight are a study of those laws not considered criminal. Students examine the laws to protect public health and safety, how people use law to provide public services, and how civil law is used to settle private disputes between individuals. Chapter Nine demonstrates how law can bring about social change by detailing two case studies--one dealing with representation for cities and the other with school desegregation. The concluding chapters of *Political Anthropology* deal with the emergence of law and the relationship of values, law, and social control to the concept of government.

No student activities are suggested. The study and review questions reflect the deductive approach of the Project; that is, the questions are designed to reinforce the concepts presented in the readings.

Race, Caste, and Prejudice, written for students in grades 7-12, should take approximately four to five weeks teaching time. This course is designed to explore race as a scientific concept and the misuse of race as a social concept. The unit is divided into three chapters: race, social class and caste, and prejudice and ethnocentrism. In the unit on race, students learn logical aspects of race and genetics. Here the authors make clear the fact that no agreement has been reached for a taxonomy of racial classification and that those that do exist reflect a biological or cultural hierarchy. Social aspects are examined in terms of racism, stereotyping, and scapegoating. The chapter on social class is an introduction to such topics as status and how it is determined, open and closed societies, folk cultures, and class and caste in the U.S. The last chapter in the unit concentrates on prejudice and discrimination as it applies to racial, religious, and ethnic groups. Examples of prejudice from various countries are given and how prejudice can be modified through education and cultural change is discussed. Questions raised in this chapter include: What is prejudice? How does it originate? and How is it learned? Primary sources and contemporary references from reports and journals are used throughout the chapter.

Student activities for *Race, Caste, and Prejudice* range from role playing and analysis of literature, songs, and music to research surveys that include drawing up residential maps of ethnic housing patterns in students' home towns and studying landmark legal decisions. Another activity suggests working together with peers of another ethnic group to discover first hand whether working together helped to change or fix group stereotypes.

2.3 Materials provided.

Student materials. All units contain student texts. These paperbound texts range from 46 pages *(Language)* to 145 pages *(Race, Caste, and Prejudice)*. *Life Cycle*, *Language*, and *Political Anthropology* each includes student review questions and activities written into the student text, as well as glossaries for vocabulary words. The *Race, Caste, and Prejudice* unit offers a separate combination student guide and teacher's manual that contains student activities, recall questions, discussion and analytic questions, and a glossary.

A test booklet is provided for the *Life Cycle* unit. The booklet contains fifty multiple-choice questions and may be used to evaluate student progress upon completion of the course.

Teacher materials. No traditional teacher's guides are provided for the units. The student materials have been developed primarily to provide a content base that teachers can adapt to the needs and interests of their students. Using the student text as their manual, teachers can emphasize or eliminate areas of study as they wish.

Some teacher aids are provided by the Project. *Language* and *Life Cycle* both provide paperbound booklets entitled "Teacher's Background Material" that provide guidance for class discussion of the material in the student text. Bibliographies of additional resources, designed for both student and teacher interest, are provided with *Language* and *Life Cycle*. A combination student and teacher guide for use in implementing the course is included with *Race, Caste, and Prejudice*. As stated previously, this guide includes student activities and class discussion questions. It is left to the teacher and students to select appropriate activities and to plan their own course of study.

No suggested student activities or background materials for teachers are provided with *Political Anthropology*. Teachers using this unit must first read the student text and then develop their own instructional strategies.

2.4 Materials not provided.

All materials necessary to implement the units are provided, except teacher materials for *Political Anthropology*. Films are suggested for some units; teachers who decide to use them must secure them on their own. If teachers wish to use written examinations, they must devise their own test questions except for *Life Cycle* which includes student test booklets.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

All four units reflect a deductive approach to learning. Teachers introduce students to concepts that are studied in detail and the activities and study questions that follow are designed to expand and reinforce the learning of these concepts.

No one teaching method is prescribed for any of the units. Student activities range from role playing and simulations to independent research assignments. All materials are designed to be adapted by the teacher and students; this flexibility presumably extends to teaching style as well.

3.2 Typical lesson.

There are no typical "lessons" for the units because the materials are designed to be adapted by the teacher to his class needs and therefore will vary from class to class. Depending on teaching needs and teacher initiative, readings may be developed into lessons and the suggested student activities expanded. In cases where student activities seem inappropriate or simply do not appear (as in *Political Anthropology*), teachers must devise appropriate ones. Typically, lessons will vary depending upon the amount of time both teacher and class wish to devote to a particular concept and on how many of the activities the class wishes to undertake.

A possible lesson sequence, taken from *Race, Caste, and Prejudice*, may take place in the following manner. First, the teacher presents a new concept to the class, making every effort to tie it to previous knowledge. The teacher next assigns an appropriate reading from the student text. Upon completing the reading assignment, students work on their own answering review questions listed in the student guide. Next, the teacher may hold a class discussion, using the discussion questions provided in the manual. For Chapter Three, "Prejudice and Ethnocentrism," these questions include: "Illustrate with examples the difference between discrimination and scapegoating" and "How were the Japanese-Americans treated in the U.S.A. during the Second World War?"

After class discussion on the reading and the study questions, the class and teacher together select an activity related to the concept they are studying. In *Race, Caste, and Prejudice*, they may choose from among 27 activities. One activity students may find applicable to Chapter Three's study of the extent and intensity of prejudice is Activity 12, "Hate Literature." After a general discussion on the nature and history of hate literature, students apply the concept of scapegoating to an analysis of hate literature, using such publications as: *Ebony, The Liberator, The Citizen, Muhammad Speaks, The Black Panther*, and the *Fiery Cross* (published by the Ku Klux Klan). Students are asked to examine whether these publications are racist and to support their claims with evidence.

Once students have completed their analyses, they may report to the class on their findings. To conclude the lesson, the teacher usually assists the class in summarizing what they have learned before moving on to the next reading.

Throughout the lesson, the teacher acts as an interpreter for students, helping them with difficult terms and explaining the new concepts. For most units, students read, participate in group discussions, answer study questions, and complete student activities.

3.3 Evaluation of students.

Life Cycle is the only unit that provides examination questions. Teachers may wish to use the study and review questions found in other units as test questions or may elect to devise their own means of student evaluation, if they feel such evaluation is necessary. It would be appropriate to base students' grades, at least in part, on class discussion and student activities.

3.4 Out-of-class preparation.

Teacher. Teachers are expected to be familiar with the content of the student readings and with discussion questions. For the *Language* and *Life Cycle* units, teachers should refer to the Teacher Background Materials booklet for additional explanation of content.

Extensive teacher time would probably be required to prepare additional student activities or expand the student readings. With all units except *Life Cycle*, teachers will need to spend additional time developing means for student evaluation.

Student. Presumably, students are expected to read the reading assignments at home and be prepared to discuss the material in class. Any additional homework will depend on the student activities selected for the class; some require outside research.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

There are no special requirements.

4.2 Student prerequisites.

The materials are designed for students of all ability levels from upper elementary through high school age. According to the developers, there are no special skills students need to use the materials successfully.

4.3 Teacher prerequisites and training.

The units have been intentionally designed for use by teachers with no prior training or experience in teaching anthropological concepts. Thorough familiarity with the student material should provide teachers with the necessary confidence to teach the units.

Teacher training is available from the Anthropology Curriculum Project, University of Georgia; special arrangements may be made by contacting the Project office. In addition, arrangements may be made with the Project for offering inservice training sessions in local school districts anywhere in the U.S.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost Per Item	Replacement Rate
Life Cycle Classroom Set includes: 40 student texts, 1 teacher's background booklet, and test booklet.	1 set per class	Anthropology Curriculum Project	$80.00/set*	Reusable
Language Classroom Set includes: 40 student texts, 1 teacher's background booklet.	1 set per class	Anthropology Curriculum Project	$20.00/set*	Reusable
Political Anthropology Classroom Set 40 student texts	1 set per class	Anthropology Curriculum Project	$40.00/set*	Reusable
Race, Caste, and Prejudice Classroom Set 40 student texts, 1 combination teacher/student guide.	1 set per class	Anthropology Curriculum Project	$120.00/set*	Reusable

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*Sample sets for each unit may be purchased for review prices range from $1.00 to $5.00.

4.5 Community relations.

Introducing this unit is probably no more critical than introducing any other new program, but users may wish to inform parents and community groups of the subject of *Race, Caste, and Prejudice* in advance. The program is an anthropological study of race, caste, and prejudice and should be so described to the community so that it will not be interpreted as "brainwashing" or other incorrect interpretation. The Anthropology Curriculum Project tested the program under the name "Man and Myth" in Atlanta to avoid undue notice from community groups that frequently criticized the schools for trying new programs.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

Prior to the mid-1960's, Marion J. Rice and his colleagues at the University of Georgia believed that the real value of anthropological material was being obscured by the country's school systems. They believed that, because certain key anthropological concepts and basic terminology were absent even in the classrooms that were emphasizing the discipline, students and teachers were missing the contribution anthropology can make to the study of man.

Therefore Dr. Rice and his staff began preparing curriculum materials for students in grades K-12. One of the key features is the Project's concentration on the terminology symbolizing the discipline's basic ideas. Believing that an understanding of the anthropology symbol system is a prerequesite to knowledge of anthropology itself, the authors deliverately introduce "real anthropology" terminology which may at first be difficult for both teachers and students to comprehend. The authors contend that, "As his student's familiarity with these terms increases, however, it is expected that these terms will help him organize and interpret in a more meaningful manner the world in which he lives" [Persing, Bailey, Kleg, p. viii].

5.2 Program development.

The four units described in this report grew out of the Project's Sequential Course in Anthropology, a curriculum developed for grades K-7. *Life Cycle* was written as the last unit in this sequence and the other three units were prepared for special instructional needs such as political socialization, cultural change, and intergroup relations.

Political Anthropology was written under contract with the Atlanta Public Schools and involved both Project and school personnel. *Language* was developed largely through the Project director's interest in the study of language and its applicability to the study of man. *Race, Caste, and Prejudice* was developed to test whether increased knowledge about race, caste, and prejudice would lead to less prejudiced attitudes.

The authors of the units were assisted in development work by numerous research assistants at the University. As the teams of authors developed materials, they were tried out in classrooms. Informal teacher feedback was then gathered and, based on this feedback, the units were revised for publication. *Race, Caste, and Prejudice* was tested in a more rigorous manner.

5.3 Developer's evaluation.

Evaluation data are available only on *Race, Caste, and Prejudice.* Project developer's state that while informal evaluations were done on all units, only the data on *Race, Caste, and Prejudice* are suitable for public release.

The developers were interested in finding whether students' increased knowledge about the foundations and aspects of race, caste, and prejudice would lead to a change in the students' attitudes toward racial groups other than their own. To find this out, they divided the students into two groups: experimental (those who were taught the unit, *Race, Caste, and Prejudice)* and control (those who were not taught the unit). A total of 243 students participated in the field test: 121 in the experimental group and 122 in the control group. These students were divided among three schools: one was predominantly white and suburban; one was predominantly white and inner city; and the third was predominantly black and inner city.

Four types of tests were taken by both the experimental and control groups. Three of these tests were developed by the Project staff and one was a standardized scale. Two of the staff-developed tests were designed to measure students' knowledge about race, caste, and prejudice. The third staff-developed instrument was a modification of the Bogardus social distance scale. Students used this scale to indicate the kinds of relationships they were willing to have with the following ethnic groups: white, high school-educated skilled laborers; Mexican-American high school-educated skilled laborers; black college-educated professionals; Chinese-American high school-educated artisans; and American Indian high school-educated skilled laborers.

The standardized scale used was Remmer's Attitude Toward Any Defined Group Scale, where students enter the name of any ethnic group they feel fits a certain trait (e.g., "Are superstitious," "Are mentally defective", etc.).

Students were given the four tests at three different times: before the unit was taught; upon completion of the unit; and 45 days after completion of the unit.

5.4 Results of evaluation.

An analysis of the students' pretests indicated no difference between the knowledge and attitudes of students in the experimental group and those in the control group. On the posttest given directly after *Race, Caste, and Prejudice* was taught to the experimental group, however, there was a substantial change in the experimental group's knowledge of race, caste, and prejudice as well as in their attitudes toward race. There was no change in the knowledge or attitude of students in the control group, which indicates that it was the teaching of the unit which caused the changes in knowledge and attitude in the experimental group. On the delayed posttesting (45 days after the unit was taught), developers found that the students' attitudes has regressed toward the pretest level, indicating that the change in attitude has almost disappeared (Kleg, p. 107). This regression to earlier attitudes led the developers to conclude that the change in attitudes was not lasting, probably because the unit was only five weeks long. They concluded, further, that a five-week study of prejudice, while perhaps better than no knowledge of the foundations and aspects of prejudice, cannot offset years of socialization where prejudice has been learned.

5.5 Independent analyses of the program.

A review of the *Sequential Course in Anthropology for Grades K-7* was done by Norris M. Sanders and Marlin L. Tanck and published in the April, 1970 issue of *Social Education*. This review contained the following comments on *Life Cycle:*

> This is fresh subject matter for most social studies curricula . . . . the generalization is that humans everywhere have many of the same problems attached to their humanness but often react in contrasting ways. This is an excellent lesson on the nature of man which develops better in anthropology than in any other discipline.
>
> Some teachers may object to topics which are not ordinarily discussed in the classroom. In describing the Tiv customs concerning birth the text notes that a boy who has not yet reached puberty is assigned to bury the afterbirth. The text assumes that students understand such things as "conception" and "circumcision. . . . The great bulk of the textbook material is not of this sensitive nature [Sanders and Tanck, p. 412].

Sanders and Tanck go on to say that while many teachers at first complained of the difficult vocabulary, they later found that students could master it. They also say that teachers enjoyed teaching the course.

5.6 Project funding.

The Anthropology Curriculum Project was originally funded through a grant by the Federal government and now receives funds from the University of Georgia.

5.7 Project staff.

Project directors are Marion J. Rice and Wilfrid C. Bailey. Authors of the units are as follows: *Life Cycle:* Pauline K. Persing, Wilfrid C. Bailey, and Milton Kleg; *Language:* Albert J. Kingston and Marion J. Rice; *Political Anthropology:* Marion J. Rice; and *Race, Caste, and Prejudice:* Milton Kleg, Marion J. Rice, and Wilfrid C. Bailey.

5.8 Present status.

The Project staff are currently completing units for grades 3 and 6 of the Sequential Anthropology Program. Work on the supplementary units described in this report has been concluded. *Political Anthropology* will not be reprinted, but the office will continue to fill requests for this unit until the supply is depleted.

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Persing, P., Bailey, W. and Kleg, M. *Life Cycle.* Athens: University of Georgia, 1969.

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World Law Fund, School Program

Prepared by:

Vicki Ertle

INTRODUCTION

The School Program of the World Law Fund is committed to providing schools with materials for the study of world order, defined by the Fund, as "an inquiry into the ways and means of achieving the fulfillment of three basic values: war prevention, economic welfare of all mankind, and the assurance of social justice in the world community" [World Law Fund, p. 1]. The developers believe that the subject offers excellent opportunities for students to learn inquiry and decision-making skills.

Program materials for the *World Law Fund, School Program* include films, games, books, pamphlets, course outlines, and resource lists. Available materials are designed for secondary and college students; the Fund is currently extending its program to the elementary level. All materials are intended as supplements for courses in international relations, world problems, and world or American history.

The subject that is labeled "world order" includes investigations into disarmament and arms control, peacekeeping and peacemaking, world law, economic development and welfare, and human and social rights. Most of the materials call for the use of multimedia resources; students examine books, poems, song lyrics, and documents. The predominant learning strategies employed by the program are inquiry and simulation.

BASIC INFORMATION

Program name:
World Law Fund, School Program

Format:
A variety of materials, including books, pamphlets, films, games and course outlines.

Uniqueness:
Unusual content, specifically the study of world order, defined as the investigation of methods of preventing war and assuring social justice and economic welfare for mankind.

Content:
Focuses on disarmament, arms control, peacekeeping, pacific settlement of disputes, world law, economic development, welfare, the technological and scientific revolutions, and human and social rights.

Suggested use:
Suitable for courses in world problems, world history, international relations, problems of American democracy, and American history.

Target audience:
Secondary and college students.

Aids for teachers:
Most books and pamphlets contain discussion questions and suggestions for additional activities. Course outlines serve as teacher manuals. Many films come with guides for teachers. Games contain teacher instructions.

Availability:
Available from several publishers.

Director/developer:
Betty Reardon/School Program, World Law Fund, 11 West 42nd Street, New York, N.Y. 10036.

Publisher:
The World Law Fund materials are disseminated by: Beacon Press, 25 Beacon Street, Boston, Mass. 02128; Current Affairs Films, 24 Danbury Road, Wilton, Conn. 06897, Doubleday Multimedia, Doubleday & Company, Inc., Garden City, Long Island, New York 11530; Grossman Publishers, Inc., 625 Madison Avenue, New York, N.Y. 10022; McGraw-Hill, Text-Film Division, 1221 Avenue of the Americas, New York, N.Y. 10020; Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D.C. 20003; Social Studies School Services, 10000 Culver Blvd., Culver City, Calif. 90230; and World Law Fund, 11 West 42nd Street, New York, N.Y. 10036.

GOALS AND OBJECTIVES

1.1 Long-range goals.

The School Program of the World Law Fund seeks to introduce educational materials on the subject of world order into the world's public and private classrooms. Once these materials are introduced and used, the ultimate goal of the Fund is to prepare students to deal with the critical problems confronting the nations of the world, and "through the projection of alternative systems, build a warless world for the future" [Reardon, p. 35].

1.2 Terminal objectives.

The World Law Fund materials contain no statements of what the developers expect students to be able to do after using any of their School Program materials. Such objectives may, however, be inferred from the materials themselves. In addition to acquiring information about world order, students should also improve their skills of interpreting, analyzing, evaluating, and problem solving. Finally, students should value peaceful resolution of conflicts, social and economic justice, and broadmindedness as a result of using the Program's materials.

1.3 Detailed objectives.

Some of the course outlines contain detailed objectives for students. For example, the objectives for the course outline entitled, "World Politics: The Search for World Order," include the following:

1. By the end of the course the student will be able to offer tentative explanations of and tentative suggestions for reducing the likelihood of conflict, war, and revolution.

2. The student will demonstrate some knowledge of systems analysis by constructing a simple flow chart that serves as a model for a project of her or his creation [Reardon, p. 62].

CONTENT AND MATERIALS

2.1 Content focus.

The *World Law Fund, School Program* focuses on several topics related to world order. These include disarmament and arms control, peacekeeping, pacific settlement of disputes, enforcement of world law, economic development and welfare, technological and scientific revolutions, and human and social rights. All materials reflect the three basic goals of the Fund: war prevention, economic welfare, and social justice. Futuristic and global in scope, the materials examine the processes of change and human means of controlling those processes. Value questions appear throughout the materials; students learn to judge public policies in terms of their own values.

2.2 Content and organization of the subdivisions.

The variety of materials offered by the School Program can best be discussed in four groups: (a) books and pamphlets, (b) course outlines, (c) periodicals, and (d) audiovisual materials. Brief descriptions of representative materials from each group are discussed below.

Books and pamphlets.

Let Us Examine Our Attitude Toward Peace. Edited by Priscilla Griffith and Betty Reardon, this is a 47-page softcover booklet of readings on the psychological and political barriers to world peace. Examples of articles include "Toward a Strategy of Peace" by John F. Kennedy and "Long Live the Victory of the People's War" by Lin Piao. Discussion questions and suggested activities are provided for each article. The booklet is designed for students in grades 11-14.

Peace Is Possible: A Reader on World Order. Edited by Elizabeth Jay Hollins, this 340-page book is also suitable for students in grades 11-14. It contains articles by scientists, economists, religious leaders, psychiatrists, lawyers, scholars, and political thinkers on the eradications of war. Editorial analyses of the articles are provided; teaching suggestions are not.

Peace: The Control of National Power, by Philip Van Slyck, is designed for a one-semester course on problems of world order. The 186 pages treat nine topics that include the Cuban missile crisis and the problems of disarmament. Each unit contains a bibliography and discussion questions. The book is suitable for grades 11-14.

Peacekeeping: Problems and Possibilities, by Jack Fraenkel, Margaret Carter, and Betty Reardon, is for students in grades 8-10. Its 77 pages examine four models of peacekeeping: The League of Nations, the United Nations, mutual deterrence, and world law. Discussion questions are provided for each chapter.

Preface to Disarmament: An Appraisal of Recent Proposals, by Marion McVitty, is a 73-page book suitable for grades 11-14. It treats several problems related to disarmament such as mutual mistrust, treaty violations, and the structure of control authorities. A teacher's guide is provided.

"The Human Person and the War System," a special issue of *Intercom*, February, 1971, Volume 13, for grades 9-12, provides a framework for an investigation into issues related to war crimes. Seven articles, each with study and discussion questions, deal with Nuremberg, Mylai, The Battle of Algiers, and Hiroshima.

Course outlines.

Six course outlines were prepared by teachers throughout the country who acted as consultants to the School Program. They developed, tested, and revised the outlines in their own classrooms. Courses vary in length from two weeks to one year. Some outlines provide objectives and discussion questions; others list only major topics of discussion and references for materials. The titles and suggested grade levels for the six outlines appear below:

Learning About War and Peace, Gerald Hardcastle. Grades 11-12; utilizes many films, books, and poems as resources for investigating topics such as "Is Man an Aggressive Animal?" and "Weapons and Weapons Development."

The Problems and Possibilities of the International System, A. Robert Lynch. Grades 11-12; a study of international relations, concentrating on how to achieve and maintain a warless and more just world.

A Suggested Procedure for Teaching a Twelve Week Unit on Problems of Peace and War in the Modern World, Gerald L. Thorpe. Grades 11-12; a unit for international relations courses, focusing upon the control of international violence.

The United Nations and Disarmament/Aggression, David L. Evans. Grades 11-12; developed at the United Nations International School, this course examines the U.N. and its problem-solving capabilities as well as the anthropoligical nature of aggression and conflict. Books, games, and films are utilized.

War and Peace: A World-Wide Problem, James Campbell and Donald Boyk. Grades 9-10; utilizes books, readings, poems, and song lyrics to explore conflict and peacekeeping.

World Politics: The Search for World Order, Stephen Holman. Grades 9-10; studies conflict and its causes, ways to control conflict, and peacekeeping efforts of the past. Students also hypothesize about the future and suggest possible alternatives to world order.

Periodicals.

Ways and Means of Teaching About World Order, World Law Fund. Published quarterly, this newsletter describes new materials and contains lesson plans and individual units for teaching about world order.

World Law Fund Progress Report offers up-to-date information on the Fund's programs, conferences and resources.

Audiovisual materials.

The Age of Megaton and The Nation-State by Robert Hanvey. Sound filmstrips with records or cassettes and teacher's guide. The Nation-State discusses the evolution and function of nation-states, and The Age of Megaton examines the development of nuclear weapons. Grades 10-12.

Revolution: China and Mexico, by Ralph Meyers. These two sound filmstrips for grades 10-12 include (a) a 60-page book of readings and (b) a short teacher's guide.

Intervention: The Middle East. Two sound filmstrips on the role of intervention in the Middle East and the world. Includes teacher's guide and readings. Grades 10-12.

The Hat, by John and Faith Hubley. This film about the need for a world legal authority depicts two soldiers patrolling a border, one of them drops his hat into the other's territory. A study guide is provided. Grades 6-14.

2.3 Materials provided.

All of the materials listed above are available. See Section 4.4.

2.4 Materials not provided.

The course outlines list additional resources that may be secured by the teacher. These include books, films, poetry, and readings. Distributors' addresses are provided.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

The World Law Fund utilizes a five-step teaching model in all the curriculum materials they develop: (a) the diagnosis step is an analysis of world problems and their causes; (b) prognosis is the process of projecting the prospects for these and other problems over a 20- to 30-year period; (c) the third step is an examination of ways to solve the problems defined in step one; (d) evaluating alternative solutions and selecting a preferred one is the fourth step; (e) the last step is plotting the strategies needed to bring about change in the world. This teaching model appears in the structures of many learning activities contained in the Fund's materials. Activities recommended in the materials include class discussions, open forums, lectures, small group seminars, case studies, model-building, and individual projects such as preparing slide shows. The text material also contains primary and secondary source materials, documents and portions of novels and poems.

3.2 Typical lesson.

Most of the Fund's books and pamphlets are so arranged that students first read a selection and then discuss it. The course outlines vary in format; one lesson taken from A Suggested Procedure for Teaching a Twelve Week Unit on Problems of Peace and War in the Modern World is typical. The objectives for this lesson, called "Arms Control," are (a) to examine international arms control systems, and (b) to practice the process of building models of political systems (Thorpe, p. 25). The text for the unit is *The Control of National Power* by Philip Van Slyck.

The lesson begins with students reading about arms control. Next they discuss examples of tacit agreements to control arms. They read about proposed and actual measures to control arms formally, such as inspected test bans, demilitarization, and the Rapacki Plan. The teacher uses study questions as the basis for discussions or written essays. Examples of questions are: What are the prospects for stabilizing the present military competition? and What is the value of a transitional approach to arms control? Next, the students begin designing their own system of arms control. They must define the objectives of the system and decide how these objectives will be carried out. Several procedures are suggested for this exercise. The entire class may develop the model step by step with the teacher's help. Or, student groups may develop separate aspects of the model. Or, each group may create its own complete model and then defend it before other groups.

3.3 Evaluation of students.

Prepared tests are not provided with any of the materials.

3.4 Out-of-class preparation.

Teacher. Teachers are expected to be familiar with the content of the student readings. Out-of-class time may also be required to secure the resources suggested in many of the materials.

Student. Teachers can assign readings and suggested activities as outside work.

4.1 School facilities and arrangements.

There are no special requirements, although the use of moveable furtniture might facilitate small-group work.

4.2 Student prerequisites and training.

There are no special student prerequisites.

4.3 Teacher prerequisites and training.

There are no special prerequisites for teachers, although the willingness to create an atmosphere of openness and candor would serve the goals of the program. While teacher training is not mandatory, the Fund considers it to be important for two reasons: (a) the topic of world order is new to many teachers, and (b) the methodology relies on simulations and raises value questions more frequently than do traditional teaching methods. The Fund periodically offers inservice courses and workshops, which are often cosponsored by university extension centers that grant credit. Betty Reardon, the director of the School Program, will send workshop announcements to interested teachers. The Fund also provides guidelines on how to conduct inservice programs.

4.4 Cost of materials, equipment and services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
Let Us Examine Our Attitude Toward Peace	1 per student and teacher	Social Studies School Services (SSSS)	$1.00	Reusable
Peace is Possible	1 per student and teacher	Grossman Publishers	$3.75	Reusable
Peace: The Control of National Power	1 per student and teacher	Beacon Press	$1.75	Reusable
Peacekeeping: Problems and Possibilities	1 per student and teacher	World Law Fund	$1.50	Reusable
Preface to Disarmament: An Appraisal of Recent Proposals	1 per student and teacher	Public Affairs Press	$1.00	Reusable
The Human Person and the War System (*Intercom* 3/71)	1 per teacher	World Law Fund	$1.50	Reusable

Course outlines:				
Six outlines	1 per class	World Law Fund	$.50 each	Reusable
Resources:				
Ways and Means of Teaching About World Order	1 subscription per teacher or school	World Law Fund	Free	Reusable
World Law Fund Progress Report		World Law Fund	Free	Reusable
Audiovisual materials:				
The Age of Megaton and The Nation-State	1 per school/district	SSSS or Doubleday	Records $27.50 Cassettes $31.50	
Revolution: China and Mexico	1 per school/district	SSSS or Current Affairs Films	Records $34.50 Cassettes $39.50 Source Book $1.00	
Intervention: The Middle East	1 per school/district	SSSS or Current Affairs Films	Records $34.50 Cassettes $39.50	
The Hat	1 per school/district	McGraw-Hill	Rental $24.00 Sale $260.00	

4.5 Community relations.

There would probably be no problems associated with introducing this program, unless there were active factions in the community which opposed the examination of world relations and peace.

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

In 1962 the World Law Fund decided to give priority to introducing the study of world order into higher education and secondary schools. The decision was based on the following considerations:

1. Students of the 1960's and 1970's are faced with resolving three interrelated world problems--elimination of war, achievement of social justice, and the establishment of economic welfare. Believing

students will need a solid foundation of knowledge about these problems, the Fund began to design the needed materials in 1962.

2. The Fund believed that young people can effectively teach their parents about issues that challenge long and deeply held beliefs.

3. The Fund believed that if good educational materials on world order could be produced and accepted by teachers, a limited expenditure of money could initiate a significant program (World Law Fund, p. 2).

4. Finally, the Fund believes that study of world problems will relevant to "the issues that surround, confront, and in some cases overwhelm [students]"(World Law Fund, p. 2).

5.2 Program development.

The School Program of the World Law Fund began in 1963. Its immediate goal was to develop curriculum materials on world order for colleges, universities, and secondary schools. For five years efforts were directed towards (a) producing booklets and pamphlets and (b) conducting conferences throughout the United States. The spread of interest in peace studies began in 1968 and yielded much new support for the Fund from teachers and scholars. Consequently, the School Program has intensified its development of new materials and innovative practices.

Materials disseminated by the School Program are developed in three ways. Many materials are submitted by teachers, reviewed by staff members, and revised by curriculum specialists. Other materials originate when scholars or educators propose innovations to the Fund, which reviews all proposals and in many cases contracts with the individual to prepare the new materials. In still other cases members of the World Law Fund staff propose and develop materials that are lacking in the schools.

5.3 Developer's evaluation.

Materials prepared under the supervision of the World Law Fund are field tested in a handful of classrooms. Staff members, authors, and teachers then revise the materials on the basis of the field tests. When the content or teaching methods of an idea are particularly innovative, the Fund sends examination and test copies to teachers across the country. The new materials are then revised on the basis of returned questionnaires.

5.4 Independent analyses of the program.

There have been no independent analyses of the World Law Fund materials.

5.5 Project funding.

The World Law Fund is supported by many private contributions and foundation grants.

5.6 Project staff.

Betty Reardon is the director of the School Program.

5.7 Present status.

Materials development is an ongoing activity of the School Program.

New projects. Two new series completed in 1973 will be published by Random House: *Perspectives on World Order* for junior high students, and *Crisis and World Order* for senior high students. New sound filmstrips will also be released in 1973 by Current Affairs Films and Doubleday. Their titles can be obtained from the School Program, World Law Fund.

REFERENCES

Reardon, B. Introduction to a unit on peace and world order. *Media and Methods.* New York: World Law Fund, 1969.

Thorpe, G. L. *A Suggested Procedure for Teaching a Twelve Week Unit on Problems of Peace and War in the Modern World.* New York: World Law Fund, 1968.

World Law Fund. *Progress Report.* New York: World Law Fund, 1969.

World Studies Inquiry Series

Prepared by:

Sandra G. Crosby
Mary Jane Turner

INTRODUCTION

The *World Studies Inquiry Series* is unique for two reasons: first, it presents materials which call for an inquiry strategy and second, the maximum reading level of the student materials is fifth grade, as measured by the Dale-Chall formula. In addition, the authors of the materials, who are classroom teachers,

> . . . have studiously sought out events, ideas, issues, and themes which their students generally would consider interesting, meaningful, and important . . . Although the level of reading is low, the style is forthright and adult [Birch, McKeown, and Weitzman, p. 6].

The program materials include four books: *Latin America, Asia, Africa,* and *Europe*. The studies in these books are designed to be exciting enough to motivate students to ask meaningful questions, look for appropriate evidence, make generalizations, and discuss their discoveries in class. The teacher is to act as a guide, stimulator and fellow inquirer in the discovery process. A teacher's guide for each book contains an introduction, and explanation of inquiry and the teacher's role, and specific suggestions for each study.

BASIC INFORMATION

Program name:
World Studies Inquiry Series

Format:
Four 160-page books, each dealing with a different region of the world: Latin America, Asia, Africa, and Europe. Each book contains five units which are subdivided into five separate but conceptually related studies.

Uniqueness:
Inquiry or discovery approach to learning with a top reading level of fifth grade (as measured by the Dale-Chall formula).

Content:
Materials deal with geographic cultural areas usually associated with anthropology, sociology, cultural geography, aesthetics, and philosophy. Students inquire into the human condition and the varieties of human responses to reality.

Suggested use:
Complete one-year course in world studies or individual units which can supplement a regular social studies course.

Target audience:
Students in grades 7-12 who read below grade level or who find standard texts uninteresting and irrelevant.

Length of use:
Each of the three books contains 25 studies; each study is suitable for a 45- or 50-minute class period.

Aids for teachers:
Detailed teacher's guide for each book; suggested bibliographies for each area.

Availability:
All materials available.

Director/developer:
Robin J. McKeown (Series Director), School of Education, University of California, Riverside; Riverside, California 92502.

Publisher:
Field Educational Publications, Inc., 2400 Hanover Street, Palo Alto, California 94304.

GOALS AND OBJECTIVES

1.1 Long-range goals.

Although the developers do not specifically state long-range goals, such goals are implicit in the materials. Primarily, the developers want underachieving students to experience a sense of achievement and satisfaction as a result of studying the *World Studies Inquiry Series* (WSIS). The developers also want the students to learn enough about important social science issues, events, problems, themes, and processes to enable them to become better-prepared U.S. citizens. Also implicit is the developers' hope that their materials will help students to improve their ability to read.

1.2 Terminal objectives.

The *World Studies Inquiry Series* is made up of studies which attempt to present real-life situations with which students can become involved. By inquiring into the data presented in the materials, students should learn to assess evidence, hypothesize, make inferences, perceive relationships, analyze, and evaluate. Students should develop analytical, critical attitudes and begin to raise questions about important contemporary issues.

1.3 Detailed objectives.

The developers do not state objectives as such, but do provide statements of the purpose of a unit or list concepts which the students should consider. Objectives can also be inferred from the study questions which follow each reading. The following example of a statement of purpose is taken from *Latin America*, Unit 1, study 2. The unit concerns geographic considerations.

> The primary purpose of this study is to permit students to discover the influence of physical geography (in this case, mountains) on weather, human helath, patterns of living, economics, and political development [Jamieson, p. 12].

This example of a concepts list, taken from *Latin America*, refers to the study "The Little Cripple" in the unit "People and Thought":

1. There are often recognizable relationships between an artist's personality and the work he produces.

2. The figures mounting the steps of the church are prophets of the Old Testament. The other figures reflect events recited in the New Testament. The juxtaposition of the two symbolizes the Judaic-Christian background of our culture.

3. Aleijadinho's work illustrates the power of imagination in that he has been able to portray the grace of movement that circumstances denied to him; reflects his own suffering and for that reason posibly alleviates it to some degree; provides an outlet for his hostilities against the white society that had made his life so difficult.

4. Elements of good art are form, balance, color, and the ability to communicate a mood or a message.

5. Not everyone agrees as to (a) what is good or great art; (b) the superiority or inferiority of realistic as opposed to abstract art; or (c) the effect of a particular piece of art on the viewer [Jamieson, pp. 34-35].

CONTENT AND MATERIALS

2.1 Content focus.

The materials in the *Series* are interdisciplinary. The major focus is on people and human experiences in Latin America, Asia, Africa, and Europe. The inquiry moves from the study of people in a particular region, emphasizing their problems and their responses to these problems, to a consideration of the universal aspects of such problems and responses. The separate studies within each book may focus on an event, issue, theme, or problem and cover such subjects as "poverty, upward mobility, spiritual aspirations, and political systems" [Jamieson, p. 12].

2.2 Content and organization of the subdivisions.

Each of the four books--*Latin America, Africa, Asia,* and *Europe*--treats one large cultural area. All of the books are divided into five major units; the units are divided into five related studies. "Each study has two parts. One part is an account of a happening, a set of charts, some maps, or a group of pictures. Whatever it is, it zeroes in on a real situation. The other part fills in the background of that situation. Questions [provided] help you focus on the facts" [Jamieson, p. 7]. Following is a brief discussion of the contents of the four books.

Latin America begins with Unit I, "Geographic Considerations." The first study is a picture essay--a stay-at-home tour of various people and places in Latin America. The reading that follows gives general geographical and cultural information. The second study begins with a story of mountain climbers who tackled the Andes and ends with a reading about the nature of the Andes and the problems of Spaniards and Indians who have lived there. The third study treats the jungles of Latin America, and the fourth study is concerned with the arid backlands. The fifth study summarizes the unit through maps and pictures.

The first study of Unit II, "Traditional Patterns," looks at Indian cultures and the Indians' confrontation with the Spaniards; the life of a field hand in Chile; religion in Latin America; the constant revolts of nineteenth-century Bolivia and the rule of strong men, or *caudillos,* in Latin America; Cisneros, a bandit chief in Venezuela; and the concept of "family" in Latin America.

Unit III, "Changing Patterns," opens with archeological information relating that the Japanese may have visited Ecuador in 3000 BC; it includes a photo essay tracing the history of Latin America through art and architecture; the description of a worker's transition from craftsman to laborer for an American banana plantation, explaining that such workers sometimes become better educated and want to start their own companies; a photo essay and reading on the middle-class Latin American; and a study of change by violence through a study of the Mexican revolution.

Unit IV, entitled "People and Thought," opens with a study of Bartolome de las Casas' struggle to end slavery in Latin America, and Casas' idea that all mankind is one and all men were created equal, which preceded Thomas Jefferson's words by nearly 200 years. Amando Nervo, a Mexican poet, is the central figure in the second study, pointing out Latin Americans' understanding and enjoyment of beauty. A talented and famous builder of churches in Brazil is studied through photos and a character sketch. Change without violence, through reforms of Uruguay's President, "Don Pepe," and the problems and misery of a Brazilian woman who lives in the slums of São Paulo are also considered.

Unit V, "Problems and Promises," discusses racial differences in Latin America and how racial equality is (psychologically at least) more advanced there than in the U.S.; a cooperative farming venture started in the Andes by an American committed to the idea of self-help; hunger around the world, but especially in Latin America; Fidel Castro and "Che" Guevara and their struggle for control of Cuba; U.S. military involvement in Latin America and how it has created an "anti-yankee" feeling among many Latin Americans.

The three other books are organized similarly. *Africa* treats such subjects as the influence of climate on the conditions in various parts of the continent; aspects of traditional tribal life and how it is changing; five outstanding leaders from the fourteenth century to the present; and social, health, and political conditions in Africa today. *Asia* looks at how people have adapted to their land and climate; the role of culture and technology; social customs; transition to industrialization; traditional philosophy and contemporary politics; and the continuing revolution in Asia. In *Europe*, the peasantry vs. the nobility; the Greek origins of the western concept of justice, freedom, and democracy; the Renaissance and the Reformation as represented by Michelangelo and Martin Luther; the early phases of European imperialism; the industrial revolution; and the implications of the work of the Curies, Karl Marx, and Malthus are among the subjects of study. The book concludes with the Russian Revolution, Nazi Germany and the aftermath of World War II, the problems of environmental pollution, and a case study of a city in Sweden, considered a city of the future.

2.3 Materials provided.

Student materials. Each of the four books is about 160 pages in length and is paperbound. The books are well and heavily illustrated. Each study begins with the readings, followed by discussion questions designed to provoke interest in the readings and in class discussion. Each book contains a glossary of difficult words used in the readings.

Teacher materials. Each teacher's guide contains a "note from the coordinator of the series," an introduction, a brief explanation of the use of inquiry materials and the role of the teacher, and specific suggestions for each study. Included in these suggestions are the purposes embedded in each study and some guidelines for the discussion questions. Each guide includes a list of 4-15 books for the teacher recommended for background reading or reference. The teacher's guide for *Africa* contains, in addition, a list of 16 books recommended for teachers and students. Written by Africans, these books give insight into African minds, problems, and writing styles.

2.4 Materials not provided.

All student and teacher materials are provided except the books which are suggested in the bibliography as background reading. These would be very useful to a teacher without extensive background in the four areas of study. The books suggested for students should be supplied as they are referred to in the studies.

CLASSROOM ACTION

3.1 Teaching-learning strategy.

As the name suggests, the instructional strategy for the *World Studies Inquiry Series* centers around an "inquiry-discovery" approach. The developers state, "The key word is *inquiry* . . . . leading students to ask their own questions as part of the process of seeking answers of solutions"[Jamieson, p. 9]. "The purpose is achieved simply by the stimulation of student interest" [Jamieson, p. 7]. An important point is that students may not always agree on solutions to the problems presented or be able to resolve the issues presented, much as they would not be able to solve such situations in real life.

Robin J. McKeown, coordinator for WSIS development, says:

> The authors have found, from their own teaching experience, that even below-average readers are quite capable of coping with intellectually complex and demanding tasks. By inquiring into the information provided in the studies, students will be able to gain experience in applying, analyzing, synthesizing, and evaluating such information. They will gradually increase their ability to assess evidence, establish and test hypotheses, make inferences, discover relationships, and draw conclusions. The students should feel at all times that they are the active inquirers, that it is they who are asking questions and seeking answers. In this program, they are never asked to settle for memorizing opinions developed by others [Jamieson, p.6].

3.2 Typical lesson.

The format of the 25 studies contained in each book is the same. The students begin by reading an episode, a photo essay, or a fictionalized narrative based on fact. These episodes are designed to arouse the students' interest in the study. This is followed by a second reading of background information. The teacher may summarize the second reading, if desired, or supplement it with details or explanations from his own background reading. The students then complete relatively easy multiple-choice questions about the readings, five labeled "Which" and four "Why." These questions are designed to give the students a feeling of accomplishment. The heart of the lesson, a class discussion of questions supplied by the developer, follows. These questions are the inquiry aspect of the course. They are open-ended and the developers urge the teacher not to strive for closure. Hopefully, all of the students will be motivated to participate in the discussions. The developers note that many questions will lead to lengthen discussions and that it may be wise for the teacher and for students to single out one or two questions to discuss.

An example of such a lesson is study 2 from Unit IV, "Five African Leaders," in *Africa*. The opening episode, "The Troubled King," is a narrative about the grief and frustration of King Alfonso of Kongo who can neither control nor stop the slave trade. Next, students read, or the teacher summarizes, a brief piece on the slave trade carried on in Kongo by the Portuguese.

Students then complete the multiple-choice questions, among them the following:

> Which: The old woman's men were captured by (a) the white slave traders. (b) Bwenua and his men. (c) the king of Portugal.
>
> Why: Why did the Portuguese come to Kongo?
> (a) They were looking for a way to Indonesia. (b) They were looking for a way around Africa to India. (c) They were looking for a land route across Kongo [Marvin, pp. 109-110].

Students check their answers against the key which the teacher provides. They may then look back at the story to correct their understanding of what they have read.

At this point, the discussion begins. The students have a list of the discussion questions in their books. For the lesson on slave trade, the questions are:

> 1. For 350 years, slavery drained Africa. About 50 million people, many of them the youngest and strongest workers, were lost to the slave trade. How might this loss have affected the development of Africa?
>
> 2. Colonialism fed something back, but not much. What sort of relationship should "developed" countries have now with Africa? Do rich nations have responsibilities toward poorer nations?
>
> 3. What is slavery? How does it compare with service in the army? a term in prison? having to go to school? taxation? paying alimony? Does membership in a society mean that some personal freedom must be given up?[Marvin, p. 110]

The developers offer no concrete guidelines for leading the inquiry discussions. They do advise that the teacher remains in the background, participating only when needed.

3.3 Evaluation of students.

The materials include no methods for measuring student performance. The developers do state that they expect students to gain experience in assessing evidence, hypothesizing, testing data, making generalizations and inferences, and analyzing. They do not, however, state how these objectives can be measured, nor whether they should.

Presumably, part of the evaluation could be based on the multiple-choice questions in each study, but the teacher should keep in mind that these questions are kept simple to allow below-level readers to achieve and to encourage students to finish their reading. Because the heart of the course is the class discussion sessions, part of the evaluation should logically be based on the students' participation in these discussions. Although a teacher could create essay questions from the discussion questions, having poor readers write out answers to that type of test would not be in keeping with the intent of the course. It may be possible, however, to hold brief conferences with each student to check their verbal responses to such questions.

3.4 Out-of-class preparation.

Teacher. The teacher should familiarize himself with the background information presented in the teacher's guide, the student materials, and the guidelines for the discussion questions. It would also be helpful to read the source books recommended in the teacher's guide. In the case of *Africa*, he might also read some of the selections from the list of books recommended for teacher and students.

Student. No out-of-class preparation is suggested. It would be possible, however, to have students prepare for class discussion by reading some of the selections and supplementary materials at home.

IMPLEMENTATION: REQUIREMENTS AND COSTS

4.1 School facilities and arrangements.

The materials seem to have been written for the traditional self-contained classroom. The *Series* is flexible, however, and could be adapted for use in a number of educational environments. No special equipment is needed.

4.2 Student prerequisites.

No special preparation is necessary for the *World Studies Inquiry Series*. However, it was designed for students who read below grade level and is not appropriate for average readers at the secondary level. Because of its readability and high interest level, it should appeal to less able students in all types of school districts.

4.3 Teacner prerequisites and training.

Any social studies teacher can use these materials, but he should be prepared to participate as a fellow "discoverer" in the inquiry process. He should give nondirective guidance and provide stimulation rather than make authoritarian decisions. A teacher untrained in inquiry techniques would probably find it difficult to use the materials properly.

4.4 Cost of materials, equipment, services.

Required Items	Quantity Needed	Source	Cost per Item	Replacement Rate
4 student texts	1 each per student	Field Educational Publications	$1.80 ea.	Reusable
4 teacher's guides	1 each per teacher	Field Educational Publications	$ .75 ea.	Reusable

4.5 Community relations.

This program would probably be no different to implement than any other new social studies program. A statement in the teacher's guide for *Latin America* indicates that many of the studies deal with controversial themes. The author feels that it is necessary to present all sides of a controversy before a student can validly form his own opinion.

> One of the functions of inquiry learning is the development of analytical, critical attitudes, and this purpose will be served through student attack upon the materials presented [Jamieson, p. 7].

PROGRAM DEVELOPMENT AND EVALUATION

5.1 Rationale.

The World Studies Inquiry Series was developed to teach meaningful analytic and evaluative skills to students who read below grade level. The developers believe that most traditional "remedial" texts are dull, uninteresting, and for the most part, academically unsound. The development group implied the following statements about program rationale:

1. To be appropriate for students who cannot read at grade level, the materials had to be written at the fifth-grade level.
2. Materials had to be interesting and relevant to junior and senior high school students.
3. The materials had to allow students to generalize about the subject under study, shifting their inquiry from the regional level, at which the subject was presented, to other regions.

4. The developers committed themselves to write a study on the human experience and human response in general. The materials emphasize anthropology, sociology, cultural geography, aesthetics, and philosophy.

5. The materials had to require the students to " . . . increase their ability to assess evidence, establish and test hypotheses, make inferences, discover relationships, and draw conclusions"[McKeown, p. 6].

6. The materials had to be suited to ordinary classroom conditions. All the books are organized so that students spend between 15 and 25 minutes reading the lesson, 5 to 15 minutes completing the multiple-choice questions, and 20 to 30 minutes in class discussion.

5.2 Program development.

No information available.

5.3 Developer's evaluation.

Approximately 25 classroom teachers and 1200 students participated in a pilot study that allowed the development of the program rationale and guidelines. Data concerning student interest, reading level, acceptability of subject, appropriateness of questions, perceived importance (by students) of selected topics, synthesis tasks, general teachability, etc., were collected. Next preliminary drafts of 25 selected studies were completed. These studies were tested in 24 classrooms in eight public schools. Five seventh-grade classes, seven ninth-grade classes, eight tenth-grade classes, and four twelfth-grade classes were utilized. The students' (excepting the 180 seventh-grade students) mean verbal I.Q. percentile score (on the Lorge-Thorndike verbal, primarily) was 28. All of the schools were located in urban areas of California: Berkeley, Martinez, Oakland, Richmond, and San Francisco. Revision policies and direct revisions of the experimental studies were determined by the findings of this evaluation. It should be noted, however, that the commercial product was the result of still further editing. This publishing house editing did not necessarily reflect a precise response to every finding of the preliminary program evaluation.

5.4 Results of evaluation.

Several of the evaluation findings were directly translated into the final program rationale (see 5.1). The most important formulative evaluation findings were as follows. The program reading level for the lower-achievement half (determined by reading achievement scores) of high school students in the urban sprawl and inner-city areas should range from 2.5 to 7.0 grade level. An ideal range for the program was placed at 4.5 to 5.1. Another important finding was that below-average achieving students function better with studies that can be completed in a single class period. Another finding was that the original program's strict emphasis upon analytic, synthesis, and evaluative questions was unsuccessful. The students did respond to the program better when lower-level questions were first encountered, followed by consideration of the higher order questions. Another finding was that a social studies program focusing on the personal activities of individuals is intrinsically more rewarding and motivating to students than synthesized, expository presentations considering more global trends, events, and experiences. Still another finding was that a class period should have a balance in reading, writing, and discussing tasks. For that reason the program restricted reading assignments to 20 minutes per class period, written responses to 10 minutes, and discussion sessions to 20 minutes. It should be noted that these results were the products of a formative rather than a summative evaluation. The final product generally reflects the suggestive formative evaluation findings. While there has been no formal summative evaluation, the project writers informally assessed the efficacy of the program before developing the fourth unit, *Europe* in 1972. Their findings indicated no need to notify the existing format.

5.5 Independent analysis of the program.

The program was read and analyzed by Norris M. Sanders and Marlin L. Tanck for the April 1970 issue of *Social Education*. These authors found the materials interesting and provocative primarily because the topics deal with the human condition in a number of cultures. They carefully avoid the typical traditional stereotypes.

It was suggested that the materials should be easy to teach because they are a complete instructional package. On the other hand, the analysts felt that the program should be balanced by utilizing other sources and other lesson procedures.

The program was again reviewed in the November 1972 issue of *Social Education*. The review presented no information different from this report's.

5.6 Project funding.

This project developed out of a cooperative teachers' group who joined together to develop materials for below-average readers, unlike most USOE- and NSF-funded projects. The developers hoped to gain federal assistance, but this did not happen. Private funding supported the project.

5.7 Project staff.

The Project Directors for this series were Dr. John U. Michaelis, Dr. Richard E. Gross, and the Series Coordinator, Robin J. McKeown. The authors for *Africa* were Stephen Marvin and David Rubardiri; for *Asia*, Robin J. McKeown, Daniel R. Birch, and David Weitzman; for *Latin America*, Alfred Jamieson; and for *Europe*, Robin J. McKeown, Alfred Jamieson, and Stephen Halman.

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